

# Public Libraries

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## Reading of Older Boys and Girls\*

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If one of those time honored questionnaires could have been sent to all librarians who deal directly with the adolescent, asking what problems they would like discussed at this meeting, a majority of the answers would voice the same thought but expressed in different ways—"How can we keep the boys and girls interested in good books?" "How can we reach the young girls?" "What shall we do with the young people whose books show a steady decline from the books they read in the children's room?"

When so many conditions enter into the work of each one of us, how can any all embracing answer be given? You ask, "What do the older boys and girls read?" We might answer shortly, "They read whatever they can get their hands on, many times books we wish they would not," and theoretically, "They should read only the best." We realize our problem but are we able to present any solution that will fill all possible cases? Innumerable illuminating papers have been written on the subject; we have a number of very helpful books on the question of children's reading; we have lists compiled by well known authorities and yet we seem still to have the problem with us. All of us acknowledge the same aim, the same earnest desire to see the youth of our town read books that will give him not only the necessary pleasure and recreation but enrich his entire life and yet, I sometimes

wonder whether we do not take this point too seriously and I ask you to hark back to your own adolescent days and confess—did you always read books that enriched your mind and that exerted a lasting influence on your life? You certainly did read many a book that left its impression but was it by design or by accident? We will grant however, that we are possessed by the same lofty purpose, that our standards of reading are high, that no one of us more than another wishes to place good and true books before our young people. It would seem that our problems are the same but are they? Perhaps they are, but we can not all approach them alike or solve them by the same rule.

So I repeat, we may have to adjust ourselves to different conditions but in the end I hope may unite upon one point which we have in common and which we have to contend with as a destructive force in our work—I refer to the author without a conscience and the publisher without scruples. Both of these are back of the problem of the adolescent reader.

As we trace a few of the conditions under which we who are so widely separated by magnificent distances work let us try not to lose our tolerance for the taste of the sixteen year old miss or our sympathy with the desires of the wide-awake boy. Years ago as a little girl in the public schools the study of grammar was made intensely interesting to me by the then popular method of diagraming. It was a game that became more entrancing as the sentences grew more complex. This graphic presentation method has never wholly left my mind; for many years if in doubt about a construction, the combination of

\* Paper read before Children's Section of A. L. A., June, 1915.

straight and curved lines came instantly before my eyes and the grammatical relation made obvious.

In thinking over the question before us my first impulse was to chart or diagram it somewhat as follows:—Represent the adolescent boy or girl by a small circle, connect this circle with seven others, representing the sources from which he reads or the conditions under which he reads. These circles will represent respectively the large, the small, the rural, the high school and the factory library, the bookstore or private reading exchange (some times called the underground library) and alas the last circle for the boy and girl who does not read at all. If you can visualize these circles we will indicate on straight lines radiating from them, the conditions that we find either make or mar the reading tastes of the child and influence his reading as an adolescent.

What do we find in the first circle that many of you recognize? A large library with a finely appointed children's room under expert supervision where every possible attention is paid to the selection of books and every means taken to bring these books before the children—by every known and approved method are these children directed in their reading. The library is able to afford a duplicate collection of intermediate books or perhaps two intermediate collections, one in adult and one in children's room. The problem becomes not one of ways and means but one of selection and the ability or inability to meet the onslaught of cheap books by cheap authors issued by cheap publishers and for sale in cheap stores. The intermediate collection is a great benefit that fills an undefined need, our care should be taken in this collection not to include too many of the books on the required reading list of the high school lest it be regarded as an adjunct to the high school work. Equal care should be taken in the posters and notices above such a collection. "Interesting books for girls" is not always the best caption. Better "Love stories" plain and unvarnished over this group of stories. The main object of

this collection is to keep the young people away from the adult shelves as long as they can find more books suited to their tastes here. I feel that a trial of the intermediate collection will prove its worth.

In the second circle, we have the small library that more of us are familiar with and where we meet our greatest difficulties. We are forced to acknowledge that our children's room is inadequate, either too small or our help not trained or expert, or we have no children's librarian at all and we ourselves must be everything save janitor. Our funds are small and here is an instance where we have not even more time than money. We look with a growing depression at the young girls reading from the adult shelves and many rebuffs have made us hesitant to do more than suggest. What is the need here? Is it an article in one of the library journals or commission bulletins full of inspiration but which we lay down with a sigh and a "I wish I could" thought somewhere in the back of our tired brains? Is it an exceptionally fine list of books by some well known authority that we note again with blue pencil in our library journals thinking that we will send for it to-morrow and then the to-morrow becomes still another? With all the recent books on children's reading before us, do we need still another? In spite of all that has been written, all that has been lectured upon, we have the same problem in all its varieties in the small library.

In the rural library we have all the points above enumerated but each in a still greater degree. With less money to expend the selection of books must be wiser; an expert librarian out of the question, the personality of the one selected must be even more carefully considered. As a rule the rural librarian knows each child intimately; she has the opportunity to talk with and direct the country boy and girl to a degree that the city librarian can never hope to emulate. Far from the town centers, she must rely upon printed lists, bulletins and the A. L. A. *Booklist*. This last list serves the rural

and small library in a very helpful way. The grouping of books in classes has been a very happy change; perhaps the additional grouping of an intermediate collection in which the fiction, suitable and wholesome enough for the young, might be listed and such technical and popular class books as would appeal to the youth would be still another welcome innovation. At all events, by such a grouping attention would be called to the list specially.

In despair I have worked out one plan that works.

It often happens that the question is asked, "Is this a good book?" or "Will I like this book?" I blush to tell you how I have overworked three words and killed many a poor book in the girl's estimation—*psychological, sociological* and *ethical*, sometimes a combination of two of them. Unless someone had recommended a book particularly, it was quite sufficient for me to say to the young girl, "Oh, it is just an ethical situation or a psychological problem," or, "it deals with sociological problems," and the book would be quickly dropped.

The high school library is on a different basis because it is understood to be essentially the working laboratory of the school, a place to study, look up references, read from assigned lists, possibly finding something interesting more often not. Here the high school librarian or the English teacher who sometimes serves as librarian is able to approach nearer the adolescent student than in any of the cases heretofore mentioned. The right personality is able to win the confidence of both the diffident and the over-confident. For some reason it has been found that the recommendation of the teacher about a book is final. If the high school is fortunate enough to have one of those rare English teachers who is also a book lover, a dramatic reader and a sympathetic friend, her influence is unbounded. This rare teacher or high school librarian will have read Dr. G. Stanley Hall's *Adolescence*, and the chapter on intellectual education and

school work in his *Youth*, its education, regimen and hygiene and *The individual in the making*, by E. A. Kirkpatrick and everything else that will enable her to appreciate the call of the youth and his sudden fierce desire to read of wild adventures, melodramatic movie stories, and of the girl to revel in books of the order of the *Rosary* and others. A study of this age of her student body will make her more tolerant and sympathetic, more able to substitute adventures, drama, the wholesome and virile story for what to us is the undesirable. Even though it is not the policy of the high school to supply new fiction, she can keep in close touch with the town librarian and through her reach the fiction reading of her pupils.

Let me stop here long enough to relate two recent personal interviews that bear closely on this influence of the English teacher and the high school librarian. I had in the public library a very bright boy for the two months before he entered high school and then for two years after he entered. He graduates this year and I met him the other day on the way to the city. He is manager of the student's co-operative bookstore and so combines the business side with a wonderfully receptive mind and strong literary tendencies. After talking on book buying and his work as manager, I touched on the question of the reading of the boys, what they were reading, how much, whether the four years made any difference in the general taste and many more questions to the same end. He answered that the freshmen were kept too busy to read very much on the outside except for school work; that the teacher (one of the rare kind, by the way) always had some new book that she considered worth while for them to read and all it needed to rouse their interest was a short reading from it and her recommendation. Drama she made so delightful a study, it took the place of the inferior novel. He did not believe in reports but in class talks. He thought that the whole

taste of the high school pupils had been influenced by this teacher. I asked a girl, a recent graduate, how she felt on this same question. She most enthusiastically gave this teacher fullest praise for guiding not only her own reading but that of the girls she knew. The history teacher of the same school was also given fullest appreciation for her efforts to lead the student from the poorer periodicals to those of a higher type. On the other hand my attention was called to a waiting list of sixteen high school girls in a rural high school for the "Eyes of the world," and this but a sample of the reading of the young people of this community.

A visit to the high school library of a very large school and a talk with the efficient librarian who devotes all her time to the students brought out many interesting facts. She said, by keeping the library open after school hours and using her time to chat informally on all sorts of subjects, she was sure to bring the talk round to books and reading. The children felt her interest and not her authority, and were glad to go to the library for the book recommended. A voluntary class in public speaking and journalism brought an increased interest in books. Boys frankly confessed that they found their vocabulary enlarged by the reading she suggested and asked her for books that would help in business. By gaining their confidence, she was able to open up a line of reading bearing on advertising, efficiency and kindred subjects, and to demonstrate the real and practical value to their high school activities and school publications such books could have. One girl wanted her mind "furnished" presumably for social purposes and wanted books that would help her "know something." The regular calls on this librarian for school work prevented her from keeping as closely in touch with the best of the new fiction and she said that she would welcome very heartily any evaluated list of the newer books for young people.

I have perhaps, dwelt unduly long

on this subject of the high school librarian. I have done so because it is of such great importance and I feel that we should do more as a body to encourage and to insist as far as we are able on the appointment of trained high school librarians in our schools. I am afraid that I do not think that the young university graduate even though she has taken a library school course is just the one to fill such a place. However, this is a question open to discussion. When all our high schools have a competent librarian, one who is in sympathy with the aimless as well as with the student full of ideals, one who can influence by her personality, guide by her wide range of knowledge, and hold a position on the faculty staff on a par with the teacher of English, we shall have gone a long ways towards the goal we see before us.

We come now to the factory library which will include the department store as well. This side of library reading is less known to many of us. There are a few factories supplying their young workers with reading, there could be many more. One high school librarian told me that the trouble was not so much that the children read trash but they did not read at all. If this be the case in the high school, how much more true it must be among the many who leave school in the grammar grades to go to work. I found in one department store that the young girl employees buy on bargain days dozens of the L. T. Meade books and others similar and circulate them. The gaudiest and cheapest of trashy fiction is placed before them at cheap prices that they can buy them and after having been fed on this class for a while, they seek the same kind at the public library, become discouraged if they do not find it and easily drop the reading habit. The movie play, novelized, is fast taking the place of the cheap paper novel. I need make no comment on the literary quality of the novelized movie.

The circle that contains the bookseller who is the purveyor to the un-

derground library, what shall I say of him! The easiest solution would be, of course, to eliminate one of the two upon whom the bookseller is dependent—the publisher or the author, which? Here we come to the very source of our troubles, the author and the publisher. It is the same old story and there is nothing new about it but can we not talk over some way to put the syndicate author and the conscienceless publisher out of business? At least if we drive the first nail in his coffin—or if we object to such drastic measures, we might insert the tiny wedge that will eventually topple over his structure, we shall not have met in vain. We are familiar with them all—the syndicate author, the series writer who can write as many books to a series as the publishers will dare to publish, the sweetly sentimental author who goes right to the heart of the girl and who knows just how to end each novel so that another must be forthcoming to tell us how Mary, or Jane, or Patty "*grew up*" and another how she "*decided*" and without doubt another to tell us how she almost was divorced.

In this day of advertising, pursued almost as an art when publishers go to any length to get their new fiction before the people, when the magazines devote pages before and aft to book notices couched in most glowing descriptions, what wonder that the young people ask for these books? How are they to discriminate or be expected to have our point of view? If a town library has carefully censored its fiction and refuses to buy the newer books that the young people are eager for, does it not work a more lasting harm by leaving the supplying of these books to the subscription libraries and rented collection which are not censored in the slightest degree? Would it not be better to have the girl read the mediocre book in the public library and to hope through guidance that she may become interested in something better, than to have her get the rented collection habit and go from bad to worse unrestricted? Shifting the responsibility to the subscription library

seems to me to be a very poor method, and I am heartily glad that in our small towns and rural communities they have not yet found their way. They will, however, should the public collection fail to satisfy their wants. With the boy, we found the underground circulating library a past menace in the day of the nickel novel, a present menace in the day of the 25 cent book which many times is the nickel novel bound. I spent a morning in a large department store looking over the tables piled high with books in series. I could hardly credit the salesman when he told me of the enormous sales. When I asked who bought them, he said that the parents, the boys themselves, many young men, and the country stores. The boys acknowledged that they were not in the public library, but could not see why. How can we expect the alive and alert boy who sees daily at the Exposition the sensational and almost impossible flying of the boy aviator to see any harm in the Boy-aviator series, the submarines, and all the rest of the thrillers. We may deplore the speediness and intenseness of the age, but censoring boys' books in the library will never stop the reading if the supply is always at hand and the department store tables kept filled. Better written thrillers would be read just as willingly were they at hand. With us in the county library work, this is one of our greatest trials, to find the substitute for the department store series.

Miss Hunt once in a paper referred to the sanitary precautions that parents took to protect their children from the "deadly house fly, the mosquito, the common drinking cup, and towel." We feel this keenly when we look at these thousands of books cast in the same mould and realize that some parents are unwittingly allowing their children's moral estimates to be so lowered and vitiated.

Do you feel that I have wandered from the reading of the adolescent? Yes, for the moment, to get at the root of the trouble. I feel sure that if our boys and girls, either in the high school or at work, select the poorest of the adult fiction, it is because a taste for this sensational

reading has been given them in some way. The more vigorously mental will survive and not have been harmed possibly, but there will be thousands of mental weaklings whose moral estimates will become lowered and who can never recover from the vitiated taste.

The wedge must be driven in before we reach the critical age, and if we are in earnest we will read carefully the paper by Mr Franklin K. Mathiews, chief scout librarian, in the *Publishers' Weekly* of May 18. Although the children's section of the A. L. A. have always stood for what Mr Mathiews is now trying to do, I do not know that the matter has ever been brought so definitely before us as now.

When we have this chance to hold up the hands of a librarian who has such interests at heart and when we realize that this may be the needed wedge to topple the present publishing structure, ought we not to endorse his efforts as a body or at least work with him singly?

His plan for a library week, when every interest will be enlisted to furnish sane and safe books for children, is worthy of the hearty assistance of every one.

#### Inspirational Influence of Books in the Life of Children\*

Mrs Edna Lyman Scott, Seattle, Wash.

In the midst of problems and conflicting responsibilities it is not surprising that one often hears a sigh for the "Golden age of childhood," for the time when there are no cares, when all is freedom, fun and frolic.

But as we look about us at the children of today, would any of us truly wish to be a modern child if he could? You gasp! Is not this the era of the child? Is it not the time, above all others, when the first consideration is for him, when his needs are met before he realizes them, when his desires have only to be expressed to find gratification? Is he not the center about which modern society moves? Are not the

most scholarly studying him, the most alert observing him, the most carefully trained ministering to him? Has he not come to have even a commercial value to the state, so that he is protected and cared for as an asset? Certainly all these conditions are true or partially true, but who would exchange his own childhood for that of a child of today?

Did we not have more leisure, did not imagination thrive better unobserved, were we not more resourceful since the resources of adults were not ours to command?

We jumped from the wood-pile because a ship was burning, and swung from the rafters of the barn because an invisible audience was ready to applaud the wonderful performance of the "World's greatest lady gymnast." What would we have thought of "directed play?"

Sometimes we made bold to venture to the public library—it was not nearly so enticing as a certain book-case at home filled with a miscellaneous collection of volumes. We pulled them down one after another until the one was found; we returned again and again, and though we were sure we had looked at every one, we wondered why it was that the green book we never had cared to read before, now looked so very entertaining? What would we have thought of graded lists? We did not need them; these books found their way into our consciousness to inspire and uplift, apparently without effort on any one's part. How did it happen?

What is it that enables a book to be inspirational to anyone? Is it not when he comes upon the thought of the author unhampered by a preconceived notion of it, unprejudiced by what some one else thinks of it? And to how many children of this day have books thus spoken? Is it because they lack the atmosphere of freedom in making the acquaintance, which alone makes inspiration possible, or is it because the children's book of today does not suggest thought? A teacher of literature once told me it was her custom to ask her students about the books they had read as children, and she

\* Extract from address before the Section on library work with children, A. L. A. meeting, Berkeley, June 8, 1915.

found that never more than two or three in a large class expressed any enthusiasm, many could not remember anything about the books they had read. To comparatively few do the years of childhood seem to have been in the least vital, they leave no clear impressions of what they felt or thought about people and things, no experiences stand out as significant, and the book life, if there was any, has left but a blur.

Some one has said that children care for the books that touch their own lives directly in some fashion or other, fairy tales appealing to the child who is constantly making excursions into imaginary realms, realistic stories to the child who is limited by his inability to "make believe" and cares only to see himself mirrored with slight variations in what he reads. Perhaps the unusual children combine the two in their more catholic tastes, and revel not only in imaginative literature, but in touches of realism as well.

Once, long ago, an old house stood beneath the sheltering branches of huge oaks and slender elms. Within its walls, a simple family history lived itself into reality, found its way into the world, and returned again to rekindle its fires at the hearth where they had first been lighted.

Activity characterized the life of the house, from the business interests of the tall soldier father and the many-sided talents of the mother who administered the affairs of the household and was its poet and seer of visions also, down to the youngest of its children, who arose in the morning with the question, "What shall we do now?"

It was not, however, the activity which made the atmosphere significant. It was not that which gave it vitality and immortality in the lives of those who came in touch with it. It was, rather, that they felt the cultural things came first, the things of the spirit were esteemed the real things; that books containing life-giving ideals and lasting thoughts were among the assets of the home to be most prized and made most one's own. That high ideals and great thoughts had already enriched the lives of those of

maturer years, made them interpreters of value, and the children, whoever they might be, unconsciously felt that here were people who knew books, not as superficial acquaintances, but as friends, tried and valued.

When the lights began to spring into being through the village, an atmosphere of expectancy was evident in the old-fashioned living-room, as of good things to come, and the final household duties were completed with haste, that the hour of reading before bed-time might be made as long as possible. It was an hour all shared, and the interest of the reading was enhanced by the gentle voice of the reader. There were times when the tale seemed a trifle beyond the grasp of some—there *must* have been times when it took the heart of childhood to find absorbing interest in the very simple stories.

But the memories of those experiences, themselves like books, one and all recite their stories, some more vividly, some less so.\*

Who does not remember his first poetry? Certainly he could never forget it, if it had been read to him by a poet and looking back through the years the voice with its music and soft cadences sounds again, he sees the light in the eyes, that look which he only half understood, he can almost feel his hand stealing again to his throat (he did not know why it felt so strange), and he realizes it is to the reader of his first poems that he owes his love of the greatest of all literature. Perhaps there are those who never experienced a break in their love of verse, but many children drop poetry with their fairy tales, and nothing ever seems to revive their interest in it.

If Mark Twain has been read again and again because he alone knew how to be funny, he certainly has not been less loved just for the simple art of story-telling. That the "Prince and the pauper"

\*[Here Mrs Scott gave a most charming description of the books which were read to and by the group of children in that family circle and the impressions they made on the group. The personality of Mrs Scott added greatly to the effect of the paper. It was with regret that the address was shortened here. It will be found in full in A. L. A. Proceedings.—Editor.]

"might have been true even if it wasn't true," was not needed as a justification in the preface, because you knew it must have been true; it could not sound that way if it wasn't true; it *was* true. You loved the Prince for his bravery, his sufferings, his fair treatment and gentle courtesy when sorest tried, you loved every description of courtly procedure and lavish display; you gloried in the growing courtliness of the little pauper, in his quick adaptability and his resourcefulness in difficult situations you felt his princely character, and almost wept that he must lose his throne to keep his heritage of honor.

It is a wonderful thing to have written one real book that has brought joy to the heart of a child, real joy that lasts. Whether it is true, as we often hear, that every man has some one story he can tell successfully, it is certain that the single story for children which many a great author has allowed himself the pleasure of telling has a rare and enduring quality which few writers of children's books possess. It is difficult to analyze, but it touches children and grown people equally. One could never tell why we laughed at "The rose and the ring" or even at "Alice in wonderland." But isn't it enough to know we slept better when we had heard them, and that we revelled in the nonsense like lambs in the green fields? How glad we are there were no psychologists to investigate the cause of our merriment, and none in authority to demand that we tell whether we understood the wonderful symbolic meaning in "At the back of the North wind," or "The princess and the goblin." They gave us something the same feeling that came with some of the stories we heard from the Bible—we felt the great Power leading ever to the light, and we wished somehow, that we were better—but we could not have told why and we were not even sure it was anything in the stories that had made us feel so.

Why do children voluntarily read books? Some merely to pass the time, some because they find satisfaction in the act of reading, but, do not the majority read because the book suggests

further mental activity? They are natural imitators, and the book supplies the material for dramatization, or portrays characteristics which seem admirable and stimulate to efforts at reproduction.

Are there not many more Sentimental Tommies than we have been conscious of, or willingly admitted?

Children are always *being* somebody. Sometimes this imitative tendency takes the form of playing the story, sometimes of impersonating the individual who has seemed heroic and sometimes merely trying to imitate the admired qualities.

I know a young girl who says she remembers that she was always acting as she thought people in books would have acted. She sat perched for hours in a most uncomfortable position in an apple-tree reading, because the heroine of a book she had read made an impression by doing so. She was haughty or gracious, friendly or distant as the particular character she was impressed with at the time happened to be.

If a book influences and inspires such activity, it must be because it makes its impress with the clearness and vividness which come with the freedom and joy of spontaneous reading.

Inspiration is rarely bred of tasks imposed by authority, or of directed activity.

We have laughed Charles Lamb's "browsing" out of existence, and with the disappearance has gone the real opportunity to choose, to weigh and measure, which alone preserves originality, or stimulates the creative impulse, or gives the breath of inspiration to books. The sense of discovery is one of the chief elements of inspiration; but it is almost impossible to "discover" anything in the modern library—some wise librarian has already "found" and recorded it, and ticketed it for the individual who needs it. The importance of bringing all the resources of the library to the service of the public has become so deep a conviction that we may need to remind ourselves that we do harm rather than the desired good, when we deprive children of the stimulating effort of seeking to find for themselves, and formulating independent judgments.

If the public library is to take the place of the ideal home where the recorded thoughts of those great minds who have gone before is part of the background of its children, where the association with people who have always understood, valued and loved books creates an unconscious receptivity and longing for the world of thought, then must we not preserve in the library as nearly as possible the elements which such a home represents?

Training is to make the enthusiasm and love of books efficient, but back of the training there must be the person who really values books as his most treasured and familiar friends, who with all his learning has never grown away from his fondness for them as he was fond of them in childhood.

Compulsory companionship, something we have to read, whether in the school or the library, will never be a source of inspiration.

To quote the deductions of a young person from meditations on "why you never liked the books you had to read in school," "You can't get inspiration by having books shoved at you. Inspiration doesn't come in batches,—it comes as it grows out of thinking about the books you have read. A difference of opinion with the teacher might spoil the teacher's whole plan for presenting her literature lesson, and make it impossible to point the moral she intended. Hence, quite unconsciously, any originality, any independent opinions, or unorthodox tastes were nipped in the bud."

The librarian may be just as guilty as the teacher of trying to impress her own tastes, standards, and appreciation on the public. It is not we who are to inspire but the books, so would it not be well if we had more faith in the power of thought to reach the consciousness longing for truth?

Only as the child can come to feeling that they are his books, that he may read what he likes, pass by what does not attract, bring back a book half-read, like or dislike any or all, without even subconsciously suffering from a sense of disapproval or failure to meet the expectations of a librarian, only

then will his book life be a joy and so an inspiration. Our claim for the work with children has been that it is educational, but educating a taste for literature does not necessarily mean standardizing taste. Absolute uniformity is not desirable, nor can we even say that exact conformity to our own opinion is the ideal.

How do we dare say this is the book the boy in the slums *needs*, or that this book will release the child of the complacent suburbs from his bondage to indifference and ennui, or that this story peoples with heroes the unimaginative life of the child of the country?

With the best intentions, how does any one dare risk robbing all books of a possible influence by such mistaken methods as the following?

Boys on probation are now required to report to the probation officer at the public library instead of at the police court. Each boy will be obliged to take out a book which will have a story bearing on the offense of which he is guilty and pointing a moral. The court, the police and the library staff are coöperating with the probation officer in the hope that the change will prove beneficial to the boys. Boys will be required to prove that they have read the books as part of their probationary rules.

Long ago the great Socrates said, "All my good is magnetic, and I educate not by teaching, but by going about my daily business."

If we would rouse the latent love of nature, all we can do is to bring one where he may hear for himself:

What the sea has striven so long to say,  
And yearned up the cliffs to tell.

Where are our memories, what have we done with the book-life of our childhood? Did we have no inspirations to color our lives that we have so little understanding of the vital necessities in our children's rooms?

Only one who has felt for himself the inspiration of books, books of many kinds, who thrills still at the very names of his favorites, who knows the joy of finding a message for himself and so recognizes that the message he receives is not the only one, only such a one can ever place books where they may be an inspirational influence in the life of children.

**The Moral Effect of War Stories on Children\***

**Rev Edwin W. Bishop, pastor of the First Congregational church, Grand Rapids, Mich.**

I have but two brief points to make. First, the moral value of the class of whom we are speaking, and secondly, its peculiar susceptibility to the inculcation of hate.

First and very briefly, the moral value of children in our social structure. It is fundamental. The proposition needs no elucidation, no argument, only reiterated statement, lest we forget. The moral value of children was first unveiled by Christ. He alone of the teachers of antiquity set a child in the midst of a public forum and remarked how all roads led thereto. When His special intimates were rancorously disputing about power and primacy and the firstness of dominion, Christ opposed the moral values of little children, saying, Consider this simplicity, this gentleness, this teachableness, this responsiveness—out of such fibres is woven the texture of the Kingdom.

The great ones of earth have followed in Christ's footsteps. They have noticed and appropriated the moral value of the child. Froebel and Pestalozzi only reaccented an old faith. The flood of modern literature dealing with children from every conceivable angle must be a convincing demonstration for those in whom even the seeds of skepticism may be lurking. Some of us in middle life wish we might have been born in the 20th century instead of in the 19th so that our moral value might have had greater recognition. That exquisite prayer of Prof Rauschenbusch's in his volume "For God and the people" breathes out the sentiment of the time concerning even the least of these children.

"Oh Thou great Father of the weak, lay Thy hand tenderly on all the little children on earth and bless them. Bless with a sevenfold blessing the young lives whose slender shoulders are already bowed beneath the yoke of toil. Suffer not their little bodies to be utterly sapped

and their minds to be given over to stupidity and vice. Grant all employers of labor stout hearts to refuse enrichment at such a price. By the Holy Child that nestled in blessed Mary's bosom; by the memories of our own childhood's joys and sorrows; by the sacred possibilities that slumber in every child, we beseech Thee to save us from killing the sweetness of young life by the greed of gain."

To this expression of a basic humanity our civilization will yet append a still heavier and heartier—Amen.

And now the second point and the one immediately concerning us—the moral effect of war stories upon this special class. Stories of any kind are the papulum upon which childhood most voraciously feeds. "Papa, please read me a story" is almost a daily cry of one small youngster with whom I am somewhat acquainted and I know that when a sufficient vocabulary has been mastered to render self-reading a delight, for many years stories will bulk largest on the sitting room table.

Such being the case, what about war stories? They will be there, plenty of them. They will be read, many of them. Not so much by the girls as by the boys. The normal girl does not take quite so readily to war stories as does the normal boy. Given a war story, like Ivanhoe for example, where considerable romanticism is woven in and other threads like chivalry and poetic description and a love plot are woven into the texture as well as the brute blows of a battle-axe and you will find girls in their early teens enraptured and for the time being oblivious of all else. And such a war story as Ivanhoe and others of the same ilk are probably beneficial. It places one in another age, it makes a demand upon the historic imagination, its interests are so varied that no bad taste is left in the mouth, and certainly no hate is gendered nor glorying in lustful force. And when you have noted this you have about exhausted normal girlish interests. You don't find girls over much attracted to the painful realism of Tolstoi's "War and peace" nor to the lively horrors of Sienkiewicz's "With fire and sword." I

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\* Read at the Grand Rapids conference on children's reading, 1915.

doubt very much if our girls are interested to any great extent in the detailed accounts of slaughter now going on in the trenches of Europe and described by such trenchant pens as that of Frederick Palmer for example.

If this is true of the girls, however, it is not true of the boys. From 10 years of age to 17 they absorb war stories both ancient and modern as a sponge sucks up water. The appeal to brute force, the gendering of hate, the description of suffering cannot be depicted too realistically to overcome its magnetism. Coupled with these attractions existing in all 'ancient wars, is a special attraction to be found in its perfection only in modern wars and preeminently so in the great war of today, namely, the attraction of scientific precision which has come into being with scientific instruments. The modern boy is very alert over the mastery of the matter. Consequently, range-finders, periscopes, aerial craft and the guns to wreck them, asphyxiating bombs, and miles of interlacing trenches open up a field of wide interest aside from the ordinary paraphernalia of war. Such a story as Frederick Palmer's "The last shot" with its accurate description of the wonderful intricacy of modern warfare would touch a thoughtful boy in a hundred spots. To his natural glorying in deeds of physical renown is added an intellectual appreciation of some of the cunning and intricate contrivances of the human mind.

The moral effect of all this is quite varied. As far as this interest is intellectual it is valuable, for by it the imagination is vastly stimulated. A submarine in Jules Verne's "Twenty thousand leagues under the sea" come true. As far as the story deals with the use of scientific instruments and the checkerboard movement of troops, it is educational as illustrative of human efficiency in action. As far as the stories recount deeds of personal heroism and the whole-hearted sacrifices of individuals for the larger welfare of the state are concerned, these make for that sense of team-work and community otherness that we call patriotism. On the whole it results in moral upbuilding, although we must not

blink the fact that war has so changed in its manner of waging that the valor and heroism gendered by personal combat has receded into the background to be replaced by dire death dealing appliances hurled from an enemy that one may not see! Grinding out death with a crank at a distance of several miles is dreary prose compared to the shock of combat with a 16-foot lance and the moral effect may well be deadening rather than stimulating to chivalric heroism.

Undoubtedly much more can be adduced on the credit side of the war story than I have thus briefly outlined, but the debit side is also weighty. Despite the contentions of all the war literature, I maintain that war is abnormal while peace is normal; consequently, that all descriptions and narratives of this abnormality have a generic tendency to produce in an impressionable mind a set towards abnormality, as surely as descriptions and narratives of the achievements of peace have a trend towards a generic normality. War stories cultivate the ground for war; peace stories prepare the soil for peace. This is a generic statement.

And now for a specific. It is the cultivation of hate. It is the early fostering of international animosity. For this is just what war stories do unless they are written differently from the average run. I can bear personal testimony to this. As a boy I read with much avidity any and all war stories that came into my hands. In those stories three foes were uppermost—the Indians whose arrowheads I found in my own back yard, the English whom my revolutionary ancestors had so bitterly fought, and the rebels, not the Confederates of the South. For years I was in the thrall of those stories. The sub-conscious background of my mind had been occupied. I was well along in manhood before I could conceive of any Indian being a good one except dead, of England as being aught else than a merciless tyrant, and of the soldiers of the South as being worthy of mention alongside the soldiers of the North. Childish prejudices had been formed and childish hates, stimulated to such an extent that

it took a decade to clear the rubbish away. And this unloosing of bitter prejudice and hate I conceive to be the greatest moral debit of war stories as it is the greatest moral debit of war. Right now, who can properly evaluate the hates and prejudices unloosed for the rest of the twentieth century among the nations of Europe? How high will the tide rise before it turns to the ebb? Irrespective of who wins or loses in the colossal conflict, how long will it be before chants of hate cease to produce bitter seeds in yet unborn lives? Battleships may be dismantled, cannon destroyed, armies disbanded, yet hate and distrust remain, for we who deal with ideas know that *thoughts are things* and mental crops burst up through the crust long after physical crops have become barren. Speaking in spiritual terms the greatest curse of war by far is the engendered hereditary vendetta! Beware of it. Beware of it with the child. The war story has not yet been published where this point does not need to be safeguarded and off-set by fair, sound counsel, for the child knows no middle way. He cannot serve two masters. Either he loves the one or hates the other with his whole heart. Amidst all the glamor that the deft story writer can throw about war, I would that the single-eyed, plain philosophy of Hosea Bigelow would be indented on the title page—

Ez fer war I call it murder.  
There you hev it, plain and flat.  
I don't need to go no furder  
Than my Testymont fer that;  
God hez sed so, plump an' fairly,  
It's ez long ez it is broad,  
An' you gut to git up airy,  
If you want to take in God.

'Taint your eppylets an' feathers  
Makes the thing a grain more right;  
'Taint a follerin' your bell-wethers  
Will excuse ye in His sight;  
Ef you make a sword an' dror it,  
An' go stick a feller thru,  
Gov'ment aint to answer fer it,  
God'll send the bill to you.

Wut's the use o' meetin' goin'  
Every Sabbath, wet or dry,  
Ef it's right to go a mowing  
Feller men like oats and rye?  
I don't know but wut it's pooty  
Trainin' round in boottail coats,—  
But it's curus Christian duty  
This here cuttin' folk's throats.

### The Influence of War Stories on Children\*

**Mrs Clark L. Brown, principal of West Leonard school, Grand Rapids, Mich.**

I wish to approach this subject, first, from the negative and then from the positive side, because careful observation discloses the fact that mankind has developed a sort of double personality on the question of war. The military instincts and ideals which our forefathers bred into every fibre of our being are just as strong as ever, but they are curbed and modified by the opinions of civilization at its very highest.

From the beginning of time, heroism has been interpreted in terms of the battlefield. The most popular conceptions of courage are tinged with the colors of battle, and yet our applied Christianity pleads and prays for the restriction of armament, the prohibition of all the horrible engines of war, and the final adoption of arbitration,—fervently hoping that the prophet's dream of sword and spear converted into plowshare and pruning hook, shall speedily be realized.

The first, and perhaps one of the most powerful factors in the undesirable influence of war stories is clearly exemplified in our incorrect methods of child training. Much, if not most, of the child's early education, at home, on the street, and in school, makes him an advocate of militarism,—a *lover* of war.

Almost his first playthings are tin soldiers in gaudy uniforms, toy guns and swords to fight make-believe battles and kill imaginary foes.

When he comes to the kindergarten, he is constantly confronted with soldier worship. Frequently is he told to "March like a soldier," or "Stand as straight as an arrow," and even the songs, stories, and dramatizations have a martial air.

Reaching the higher grades of his school life, he hears and reads stories of war heroes, with graphic descriptions of their *victories*, their success-

\* Read at the Grand Rapids conference on children's reading, 1915.

ful campaigns, their winning armies, their powerful "Battleships with guns grim and threatening,"—rarely ever being shown the other side of the picture,—"Numberless men, lying crushed and bleeding on the battlefields, under the feet of marching soldiers, under the hoofs of galloping horses, under the rolling wheels of heavy artillery."

Galton tells us that the untrained mind thinks largely in terms of pictures. The greatest pleasure, if not the greatest profit, that children have in stories is in the mental pictures of scenes and actions. Then if stories of wars were not softened and glossed over, children would soon realize the awful misery and brutality, and learn to class warfare with disease, poison, fire, etc.,—those things we are ashamed of, and for whose final extermination so many good people are laboring. If we are honest with the children, they can understand how wars affect such countless numbers, and the men, women, and children left homeless and despairing might easily become their fathers, their mothers, themselves, even, rather than mankind in the abstract.

Perhaps some one is saying to himself, "But the truth about war is too horrible for young folks. They must be spared such things." In a recent issue of the *Independent*, the hope is expressed that the "exhibition of actual war pictures will not be suppressed through censorship or special legislation, as these views will tend to counteract the pictures of the pomp and glory of war. A charge of cavalry across the screen is an inspiring sight until we think of what they are going to do and what is going to happen to them when they reach their goal. Without the final scene of double catastrophe the charge is meaningless and misleading. Real war is a very different thing from dress parades and chess-board movements, and we want people to see for themselves just what this difference is. The sufferings and atrocities of war as depicted in such stories as Zola's 'Downfall,' Tolstoi's

'Sebastopol,' and the Baroness von Suttner's 'Ground Arms!' and such paintings as Vereschagin's battle scenes have always been regarded as powerful arguments for peace, and the motion pictures are still more effective."

In one of the splendid addresses of the Lake Mohonk Arbitration conference "there was drawn a word picture of a boy talking to his father, a soldier of the sixties. The father's story was such as veterans tell by the hearthstone or the campfire, and as the child listened to the story of the charge and conflict, of danger and daring, he cried out, 'How fine it was!' That was the response of the representative child, whose heart is tuned to the heroic. It was the soldier father who answered, 'No, it was not fine.' And the verdict was accepted, perhaps, because he was a soldier father. It would have been a task more difficult for another to accomplish that change of mind."

Then there is a second negative influence of war stories that comes from the wrong perspective of history, through superficial and incomplete views. The present struggle between civilization and barbarism had scarcely commenced when memoirs, campaign books, and novels began to make their appearance, and today there is an unprecedented supply of such hastily vamped-up literature whose accuracy is questionable, because the authors are too close to the events to understand them perfectly. If it has taken all the years since our own Civil War to comprehend fully the real causes and the permanent results, can we possibly expect truthful narratives of present happenings?

Another regrettable influence is the establishment of false ideals. Through their admiration of the glamour of war,—the noise, the color, the trappings, the whole spectacle, children are taught to revere the soldier who takes life rather than the constructive genius who helps us to live. Everywhere great praise is accorded the warrior, while the youth of the world rarely

consider the achievements of such men as Dr Edward Jenner, the discoverer of vaccination, Dr Kitazato, the Japanese bacteriologist who taught the people of our western shores how to stay the ravages of the bubonic plague, Colonel Goethals of Panama Canal Zone fame, and countless other heroes along the line of authorship and invention.

Keeping in mind the universal instinct to take sides, war stories tend to arouse a feeling of enmity towards some of the contestants, to foster racial prejudices, and to cultivate an unnecessary interest in the game of war, even when interpreted by broad-minded parents and teachers who have been reared in a land that bases its foundation principles on tolerance and justice. It is worth while to remind ourselves of the brotherhood of man, and try to answer the question asked by Tennyson in 'The golden year,'— "Ah! when shall all men's good be each man's rule?"

Coming to the positive side of our topic, we are frequently told that good war stories enlarge the boundaries of the child's world, setting forth, as they do, the glorious opportunities for the full development of all those qualities that make for manhood,—courage, endurance, perseverance, high enterprise, honesty, chivalry, and so on, to help in the creation of ideals.

Somewhere in his matchless work on "Adolescence," G. Stanley Hall says that even if we do not know precisely the relation between blood pressure and the strong instinct to tingle and glow, we *are* aware that youth loves intense states of mind, and is passionately fond of excitement, so we infer this is the best time to teach war stories. If the characters studied be brave, noble, virtuous, so is the boy prone to be as he reads, and thinks, and recollects them afterwards.

In seeking for the reason that war stories, ringing poems, thrilling paintings, war figures in bronze and marble hold such a place in human affection, it is the consensus of competent

opinion that it is because they reveal human ideals,—valour at its best, fortitude at its best, resistance at its best, sorrow at its deepest, mercy at its finest, and remembrance at its truest.

It is generally acknowledged that the best type of war narratives have the effect of increasing patriotism,—not the kind that talks glibly of *dying* for the flag, but the kind that is willing to *live* for the race, the patriotism that goes back to the idea that the world's work must be done, not by *one* person, or by a *few*, but by *all*.

If there is no such thing as devotion to abstractions, no one is devoted to "duty for duty's sake," no one loves loyalty, fidelity, or patriotism, even when spelled with ever so large capitals, but children do love the people who have stood for these things, and by devotion to noble men (*and* women) youthful lives are transformed from material to spiritual idealism.

In closing, allow me to quote Gerald Stanley Lee:—"Every hero the world has known is worn threadbare with worship, because his life says for other men what their lives have tried to say. Every masterful life calls across the world a cry of liberty to pent-up dreams, to the ache of faith in all of us, 'Here thou art my brother,—this is thy heart that I have lived.' A hero is immortalized because his life is every man's larger self."

#### Books for Exchange

The Library association of Portland announces that it has prepared a list of about 200 volumes which it offers for exchange or sale. It includes a few art books, some valuable historical items and single volumes which may be of importance to libraries in filling in sets of books or periodicals. The list will be sent free on application.

A number of librarians have written, asking for *The Leaflet*, published by the Friends of our native landscape. Those who wish to subscribe or know more about it, may write to Mr Martyn Johnson, 108 East Walton Place, Chicago.

**For Free Distribution**

The University of California library has on hand about 150 copies of the pamphlet entitled "The Library at the exposition; a survey," brought out in connection with the Panama-Pacific International exposition for the information of librarians attending the recent conference. Any library desiring a copy of this publication may have one for the asking as long as the supply holds out.

HAROLD L. LEUPP.

**Exchange Wanted****Public Libraries:**

The Birmingham (Ala.) public library has been made a distributing agency for all official publications of the Birmingham city government. The library is seeking to enter into exchange relations with libraries in other cities of approximately 200,000 population, and will be glad to send out to other libraries on request such publications as it has.

CARL H. MILAM,  
Director.

**Deceptive Titles****Editor of PUBLIC LIBRARIES:**

There are regrets that my first contribution to you for publication should be iconoclastic rather than constructive.

We have all been fooled in buying by title such books as "Books I have read," and finding that we have secured a blank-book.

Then there is the genuine swindle (!) such as that found recently in a great American catalog:

**Telegraph**

Edison, T. A. Telegraphy self-taught.

Who could resist it? But the author, when the book arrives, proves to be Theodore and not Thomas.

A more serious injustice to librarians occurs on page 355 of *Publisher's Weekly* for Feb. 6, 1915:

Franks, Thetta Quay  
Efficiency in the household.

The subtitle increases the interest in the book and the nine-line note which follows accelerates the fall.

The book, apparently of some 400 pages, actually consists of a preface of 17 pages—all the normal reading matter there is in the book. This is followed by daily menus filling less than one-third of each left-hand page, the rest of the space occupied by the words, reprinted throughout the book. Meats, Fish, Vegetables, Fruit, Groceries, Milk, Cream, Butter, Eggs. Otherwise the pages are blank.

The right-hand pages, throughout the book, contain nothing but the words: Guests, Luncheon; Guests, Dinner; Breakfast.

Cannot the *Publisher's Weekly* and other catalogs serving librarians strive to follow such entries with a note in italics or heavy-faced type such as:

**NOT FOR LIBRARIES?**

A. LAW VOGE,  
Reference librarian.

The American Association of International Conciliation, 407 West 117th street, New York, publish monthly bulletins which, up to the limit of the editions printed, will be sent on receipt of requests addressed to the secretary at the above address. Up to and including June '91, different bulletins have been issued and the writers include such names as Randolph S. Borne, C. W. Elliott, Lord Haldane, Alfred H. Fried, Hamilton Pope, Nicholas Murray Butler, Charles E. Jefferson, Wilhelm Paszkowski and F. Miyaoka.

**The Library's Quality**

Is it not stimulating to find real intellectual judgment in library work?

Bliss Perry said: "To be aristocratic in taste and democratic in service is the privilege and glory of a public library."

Is this not better? The privilege and glory of a public library is to serve those who are aristocratic in taste and democratic in service! INQUIRER.

**Public Libraries**  
MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - -	\$8 a year
Single number	- - - - -	25 cents
Foreign subscriptions	- - -	\$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

**The new president of the A. L. A.—** The second woman to be elected president of the A. L. A. comes to the office by right of priority in length and quality of service. Miss Mary Wright Plummer was elected president at the Berkeley meeting and to her responsibility and development of A. L. A. matters have been committed largely for the year 1915-16. Miss Plummer's long experience as an administrator, with her recognized ability in assembling proper people and forces to care for matters in hand, promises effectiveness of a high order in the conduct of A. L. A. affairs for the coming year.

Miss Plummer's experience has run the gamut of library work, from the position of assistant to head of a very effective general library in a large city and from a student in the first class in library training in the United States to the headship of two library schools of the first class. Miss Plummer is herself a writer of books and has a literary judgment of no small

caliber. She has been vice-president of the A. L. A. and has served efficiently on several of its important committees. With this equipment and outlook, one may rest assured that the interests of the various elements gathered in an A. L. A. meeting will find that intellectual refreshment and renewal of professional spirit for which the vast majority attend these meetings.

It is incumbent on the membership of the A. L. A., and particularly on the women members, to see to it that effective coöperation—both personal and professional—makes the administration of this second woman president of the A. L. A. the equal of any that has preceded it.

**Net price again.—**A recent discussion on buying books brought out the fact that since the Macey decisions which declared the net price combination to be illegal those libraries which have insisted on reduced rates from the dealers are getting them. In this time of reduced library revenue, the small libraries particularly should insist on having the discount that is allowed buyers of quantity. Booksellers have said they were willing to allow these discounts if the publishers were willing they should do so. The courts having declared that any other course was a restraint of trade, the way is now open for the matter to be settled between the buyer and seller of the books.

**The new revenue law in Illinois—**By the authority of the law passed by the state legislature in June 1915, all Illinois municipalities of whatever size outside of Chicago may levy a tax of two mills for the maintenance of their libraries, and Chicago may have one mill. This law now removes all cause of complaint so far as the power to do is concerned, and

puts the support of the public library right where it belongs, in the grasp of public opinion. It is now squarely the business of the Board of Trustees to see to it that public opinion approves the proper increase in appropriations for the public library. But before this can be done effectively, it remains largely the work of the librarian to render such library service to the community that the delight of the public in the library and its service will applaud at once any effort of the Board of Trustees to secure for the library adequate means to extend its efficient service.

Some libraries are receiving too much support, basing that statement on the intelligence and efficiency of the service they render the community. Some communities are calmly enjoying and profiting by the service of its library while permitting the librarian to wear out herself trying to supply the intellectual pabulum it does not pay enough to have at the same time, allowing the family of the librarian to support her, not paying sufficient salary to allow her to support herself. Both situations ought to be remedied. It is to be sincerely hoped that, with opportunity for increased support, these conditions *will* change and library authorities will bring about a better state of affairs.

**New Jersey and The Booklist.**—One hardly expects a commendation of the *A. L. A. Booklist* to come out of New Jersey! That being settled, one may question whether the Commission has made sufficient—perhaps accurate—response in such a case as occurs in its July *Bulletin*. The saving clause in the answer is the one naming PUBLIC LIBRARIES as a thing necessary to good conduct of library service, that's sound doctrine at least!

Here is the question and the answer as it appears in the *New Jersey Library Bulletin*:

Would you advise a very small library to subscribe for the *Book Review Digest*? Would it be necessary to subscribe for both the *Book Review Digest* and the *A. L. A. Booklist*?

The *A. L. A. Booklist* has a list of government publications of use to small libraries, a list of A. L. A. publications, is arranged by subject with author index at the back, has classification numbers and subject headings, costs one dollar a year and does its own reviewing. The *Book Review Digest* has none of these features, though it is contemplating adding classification numbers. It costs five dollars a year, is arranged by authors with title and subject index at the back.

The sketch of the plot (!) is, as a rule, longer in the *Digest* than in the *Booklist*, and many reviews, both favorable and unfavorable, from the leading reviewing periodicals are given, instead of only one, as in the *Booklist*. The *Digest* lists all books that have been reviewed; the *A. L. A. Booklist* lists only those that in the opinion of the editor are suitable for the average library. One gets a more adequate idea of what is being published from the *Digest*, and has the added advantage of cultivating a personal judgment, which, though it may lead to mistakes in the beginning, will be the surer guide in the end.

The Superintendent of documents will send free to any library, upon request, the monthly lists of government publications, and the Library of Congress will send, upon the payment of fifty cents a year, the monthly lists of State publications.

Every librarian should subscribe to a library periodical, either the *Library Journal*, published at 241, West 37th street, New York City, or *Public Libraries*, published at 6 North Michigan avenue, Chicago. They note all A. L. A. publications. With these monthly lists of government and State documents, a library periodical, and the *Book Review Digest*, one has all the material featured in the *A. L. A. Booklist* in a more complete form. There is no reason why a small library should not have the best it

can afford to buy. Literature that will give to a librarian the opportunity to keep up to date professionally is not only a legitimate expense, it is an imperative one.

One's first thought here is that the writer has missed entirely the point of the *A. L. A. Booklist*. The librarian of any library who undertakes to read very thoroughly the contents of the *Book Review Digest* every month will have to leave undone a lot of other things. The chief aim of the *A. L. A. Booklist* is to relieve the librarian of the small library of that very thing. It sifts out and presents the books most likely to be of interest to the librarians of small libraries. These books are chosen from the librarian's point of view after careful examination by several persons competent to judge.

For a given book about which there may be a difference of opinion, the *Digest* gives a number of reviews from many sources—some very superficial and often contradictory. How a perusal of these is going to "cultivate a personal judgment" is not altogether plain. It is very true that the librarian of all people is entitled to proper book tools to do the library's work but isn't it straining this point a bit too far, to recommend to a small library that all these other things, costing anywhere from \$5 to \$12, take the place of the *A. L. A. Booklist* in "more complete form?" That's the trouble for the small library, they are too complete from every angle. A much better list for "a very small library" would seem to be the *A. L. A. Booklist*, the list of State publications, and PUBLIC LIBRARIES!

**The war and children's reading**—The conference on children's reading that is held annually in Grand Rapids, Mich., is one of the most valuable educational

meetings that come to public notice, if one may judge by the quality of the discussions and the character and standing of those who make up the meeting. It is the one public gathering where both parents and publicists, educators of all kinds and ordinary citizens unite on a common level to discuss one of the important facts in community life. The public and private records of human life show that what children grow to like in the printed page is vastly more important than what they are made to learn from it and stays by them as a part of their mental and moral makeup long after required learning has been forgotten. Later, as citizens, they show the effect of their likes and dislikes in the lives they live to the good or ill doing of public and private service.

In view of all this, it was a very important meeting which was held this year where eminent authorities contributed to the discussion of the influence of war stories and pictures on children—whether for good or bad. This is a vital question which should not be ignored. It is the question of the hour and should be treated seriously and with the greatest care because of its far reaching and important results. Never before in the history of library work with children have American librarians had so important a duty placed so squarely before them and the manner of their meeting it carries infinite possibilities for good or ill. The idea of such conferences as those which have been held in Grand Rapids for ten years is full of tremendous possibilities and could be followed with profit even by the smallest library, suiting the occasion to the community.

Mr Ranck, librarian of Grand Rapids, says that the conferences there are extremely and definitely helpful to the

library in its work with children, as it gives them the viewpoint of parents, teachers and other competent judges outside of library work, a very important factor in good library service.

#### Prevention of Child Labor

A bill to forbid the interstate shipment of child labor made goods which will be before Congress the coming winter will mark an epoch in the history of child protection and every state will be protected as to purchaser and consumer.

This will mean the demand at libraries for accurate information on the child labor problem. The *Child Labor Bulletin*, the official publication of the National child labor committee will give the situation fully and report conditions as they change in the passage of the bill. Libraries can help in the movement by giving the *Bulletin* a permanent place in their list of periodicals.

#### Death Notices

The death of Dr Geo. T. Little removes another highly esteemed member of the body of librarians and one whose place in the conduct of library affairs will long remain vacant. Of a modest demeanor he was also a definite thinker and was always keenly alive to the best demands of library service.

Dr Little was graduated from Bowdoin college in 1877 at the age of 20, valedictorian of his class. After a period of study in Europe, he returned as teacher to Bowdoin college and became its librarian in 1883. He was much interested in historical and genealogical study and published considerable along those lines. He was a member of the American Library Institute, the American library association and of various other learned societies. Those who knew him well, liked him exceedingly and his presence will be missed when the serious-minded librarians meet.

Francis Asbury Crandall, for 20 years connected with the government printing office, died at his home in Washington, July 9, after a year's illness, aged 78 years. Mr Crandall was appointed superintendent of documents by President Cleveland in 1894, and was the first one who made any progress in real organization of that office and his work was so well done that, though he was transferred for purely political reasons to another position in the department, after two or three years' service, he had begun the work so well that it has never since slumped so very far, and though the department has still a political taint to its administration, the wheel of progress has turned, if slowly, still in advancement since Mr Crandall began the good work of making the department of public documents something more than a political plum.

Mr Crandall was a prominent newspaper man, for many years managing editor of the *Buffalo Express* before going to Washington. He brought to his work in Washington a well trained mind, a sense of the importance of his work and a desire to be helpful in his office. His modest but genial disposition made him many fast friends and his appearance on A. L. A. programs always insured a communication of interest and value. Miss Annabel Crandall, of the documents department, is one of his four surviving children.

#### A Peace Effort

A matter of interest is found in the issuance by the Cleveland engineering society of a "Good will" number of its journal. The issue is distinct from the regular technical number of the journal in that it is a literary argument for the works of peace. It is certainly of interest that the universal peace sentiment finds expression in a publication prepared by an engineering society of 800 members. Many of the literary masterpieces expressing friendliness and good will,—the brighter touches which make everyday existence really worth while,—have been gathered from

many sources, classified, indexed and interestingly set forth in this special number.

The collection of eighty or more famous poems or complete quotations from familiar authors and great men is given an individuality by the introduction of a number of short, human-interest stories contributed by members of the Cleveland engineering society.

As a whole, the volume is an argument for the works of peace. The fundamental underlying idea is the suggestion that the engineer direct his energies toward the works of peace rather than those of war. Modern war is scientific destruction,—the direct result of ingenious application of well-known principles of science, and has been evolved largely by the engineer. With an equally intense application in the opposite direction, the engineer should go far toward the discovery of a peaceful method of adjusting international disputes. One of the strongest arguments for peace is presented by General H. M. Chittenden, in which he calls on the other nations to follow America's lead in engineering works of peace.

A classified index, entirely new in form, is included, wherein the various qualities exhibited in each piece are so graphically set before the reader that the full import of the volume may be grasped at once.

#### **Country Life Books for Teachers\***

Benson & Betts. Agriculture. Bobbs, \$1.50  
Written for both teacher and pupil; for young and old. The latest and most complete book on the subject.

Bryan, G. S. Poems of country life.

Sturgis, \$1

"A popular collection of verse expressive chiefly of our American rural life."

Burroughs, John. Songs of nature.

Doubleday 1910, \$1.50

A very desirable collection of nature poems of all ages.

Carney, Mabel. Country life and the country school. Row, \$1.25

A splendid study of the agencies of rural

\* Issued as Library leaflet No. 17, by the Extension department of Massachusetts Agricultural college, Amherst, Mass., April, 1915.

progress and of the social relationship of the school to the country community.

Cubberley, E. P. Rural life and education. Houghton, \$1.50

The rural school problem treated historically and sociologically with special emphasis on the present day situation.

Culter & Stone. The rural school. Silver, \$1.10

A treatise on practical school methods and management, intended for teachers in the elementary country schools.

Curtis, H. S. Play and recreation for the open country. Ginn, \$1.25

The author emphasizes the most vital problem of rural sociology—the need for organized recreational facilities in country communities.

Eggleston & Bruere. The work of the rural school. Harper, \$1

Various phases of the building up of the rural school and of the rural community at large.

Field, J. The corn lady. Flanagan, 50c.

The true story of a country teacher's work, full of enthusiasm and success.

Fiske, G. W. Challenge of the country. Assoc. pr., 75c.

The junior dean of Oberlin theological seminary has written this book for the use of college students and others in rural Christian work.

Foght, H. W. The American rural school. Macmillan, \$1.25

A book intended for rural school teachers, superintendents, school board members and all interested in the movement for bettering conditions in rural schools.

Kern, O. J. Among country schools. Ginn, \$1.50

Treats of all sorts of practical subjects such as school gardens, care of school grounds, indoor art and decoration, school libraries, agricultural clubs, etc.

McKeever, W. A. Farm Boys and girls. Macmillan, \$1.50

A helpful guide for rural parents and others interested in rural work, with emphasis placed on the environment and well-rounded education of boys and girls.

Meier, W. H. D. School and home gardens. Ginn, 80c.

Gives definite instructions for arranging, planting and caring for plants commonly grown in the house, yard and garden.

Wray, A. W. Jean Mitchell's school. Public school pub. co., \$1

The story of the work of a model rural school.

**"State Documents for Libraries"**

There is much valuable material in state documents which is not used as it should be, because we do not know just how or where to obtain them. "State documents for libraries" by Ernest J. Reece recently issued as volume 12, number 36, of the University of Illinois *Bulletin*, will make this matter more available.

Mr Reece has divided the activities of a state government among six groups of agencies:

- 1 Electorate.
- 2 Constitutional convention.
- 3 Judicial department.
- 4 Legislative department.
- 5 Executive department.
- 6 Administrative department.

In reality the electorate has no publications. Under the other heads are discussed the various publications issued and examples given.

The administration department covers the largest field. This has been divided into eleven classes with numerous subdivisions. The list includes such divisions as, "Agencies of education," experiment, research and record, agencies of charity and correction, agencies supervising public service, agencies of a special nature, etc. Under each division the class of publications is very carefully discussed with numerous specific illustrations. A few simple but very helpful cataloging rules, are given, perhaps more helpful by being simple. A section which will be of great use to the order department is that on "Law and usage in distribution." After a general discussion of the difficulties, a summary of the state law on distribution is given for each state, telling what department to apply to and conditions under which they may be obtained. This must have taken an immense amount of work, but it will be exceedingly helpful. Suggestions for a model law on printing and distribution is also given.

Although Mr Reece does not claim that his work is a checklist, there are a number of lists which are very valuable, as for example, list by states of

the latest compilations of statutes, a table giving dates of sessions and titles of session laws. Under Bibliographical matter works which list the documents by various states, and works which list the documents of individual states; the first is arranged by subject, and the second by states. The final section is divided to a compilation of state official literature arranged by subject.

A review of this work can only be descriptive and laudatory, for everything in it will be very valuable to librarians, and their thanks are due to Mr Reece for this volume which will prove indispensable.

E. D. TWEDELL.  
The John Crerar library, Chicago.

**Modern Drama and Opera\***

The favorable reception accorded to the first volume of this truly "useful reference work" has led Mr. Faxon to venture upon the compilation and publication of a second, in which all the excellencies of its predecessor are retained and several new ones added. Professor Archibald Henderson, the biographer of George Bernard Shaw, contributes an introduction on "The drama in America," ending with the interesting conclusion that "Large social forces, touching all the esthetic and vital tendencies of the age, have now been set in motion in the United States. Behind all these new tendencies, I venture to affirm, lurks the vague yet hopefully communal aspiration toward the incorporation into the function of a democratic state of the fostering, conservation, and support of the drama as a great social institution potentially capable of ministering to the esthetic and recreative needs of a people."

The lists deal with 25 leading modern dramatists and eight composers of operas, viz: Barker, Björnson, Brieux, Chekhov, D'Annunzio, Echegaray,

\*Reading lists on the works of various authors. Vol. 2 (Useful Reference series, No. 13.) Boston. The Boston Book Company, 1915.

Fitch, Galsworthy, Gorki, Hervieu, Hauptmann, Ibsen, Jones, Maeterlinck, Phillips, Pinero, Rostand, Schnitzler, Shaw, Strindberg, Sudermann, Synge, Tolstoi, Wilde, and Yeats; Humperdinck, Leoncavallo, Mascagni, Massenet, Saint-Saëns, Debussy, Puccini, and Strauss. One glance at this roster will reveal how greatly the 250 pages of selected references on the lives, works, and criticism of these dramatists and composers will aid, simplify, and economize the work and time of all reference assistants, whether in large or small libraries. A title index of all plays and operas mentioned concludes the volume. In short the work is its own best recommendation. The briefest examination of its pages convinces one that its indispensableness is such that not even the smallest or most indigent public library can afford to be without it.

W. N. C. CARLTON.  
Newberry library, Chicago.

#### New Zealand Publications for Distribution

The Government of New Zealand, through its commissioner at the Panama-Pacific exposition, Mr E. Clifton, has very courteously placed at the disposal of American libraries, without cost, a number of publications relating to New Zealand. Distribution has been undertaken by the University of California library. Upon application the publications will be sent express collect, under a "charges guaranteed" label, which insures the same rate allowed on prepaid shipments. A list of the publications follows. Address: The University of California library, Berkeley, California.

Baeyeritz, C. N. Guide to N. Z. Wellington. 1912.

Bell, George W. Mr Oseba's last discovery. Well. 1904.

Cockayne, Leonard. N. Z. plants and their story. Well. 1910.

Cockayne, Leonard. N. Z. plants suitable for North American gardens. Well. 1914.

Hamilton, G. D. Trout-fishing and sport in Maoriland. Well. 1904.

Izett, James. Maori lore; the traditions of

- the Maori people, with the more important of their legends. Well. 1904.
- McNab, Robert, ed. Historical records of N. Z. v. 1-2. Well. 1908-1914.
- N. Z. Dept. of agriculture, industries, and commerce. Bulletin 46 (new series). History of the humble-bee in N. Z.: its introduction and results, by Isaac Hopkins. Well. 1914.
- N. Z. Geological survey. List of the minerals of N. Z. by P. G. Morgan and J. A. Bartram. Well. 1913.
- N. Z. Dept. of agriculture, industries and commerce. The journal of agriculture, 21 Dec. 1914. v. 9, no. 6. Well. 1914.
- N. Z. Dept. of tourist and health resorts. Map of N. Z. showing railway, steamer, and coach routes. Well. 1912.
- N. Z. Mines department. The N. Z. mining handbook. Well. 1906.
- N. Z. Registrar-general's office. N. Z. official yearbook, 1913-1914. v. 22-23. Well. 1913-1914.
- N. Z. Registrar-general's office. Results of a census of the Dominion of N. Z. taken for the night of the 2nd April 1911. Well. 1912.
- N. Z. Registrar-general's office. Report on the results of a census of the Dominion of N. Z. taken for the night of the 2nd April 1911. Well. 1913.
- The Right Hon R. J. Seddon's (the premier of N. Z.) visit to Tonga, Fiji, Savage Island, and the Cook Islands, May 1900. Well. 1900.
- Spackman, W. H. Trout in N. Z.; where to go and how to catch them. Well. 1892.

#### U. S. Civil Service Examination

The United States Civil Service Commission announces that an examination will be held on October 13, 1915, for positions as library assistant in the departmental service. The examination is open to both men and women, between the ages of 18 and 40, who have had at least one year's training in a library school of recognized standing or at least two years' experience in actual library work in a library where modern methods are employed. The examination will be held at all places marked "E" in Section 2 of the Manual of examinations for the Fall of 1915.

The usual entrance salary for these positions ranges from \$720 to \$1000 a year. Subjects covered are library economy (30 points); cataloging, classification & bibliography (35 points); German, and either French or Span-

ish (10 points); education, training & experience (25 points). Qualified persons are urged to enter the examination as difficulty has been experienced in obtaining a sufficient number of eligibles.

Applications should be made on Form 1312, which may be obtained from the U. S. Civil Service Commission, Washington, D. C., who will send also a copy of the Fall Manual of examinations on request.

An examination for positions in the Library of the U. S. department of agriculture will be held by the U. S. Civil Service Commission on October 13-14, 1915. The title of the examination is "Scientific assistant in library science, department of agriculture." The examination consists of questions on library economy, including cataloging, classification, book ordering, loan systems, reference work, and bibliography, especially the bibliographies of the sciences that pertain to agriculture. The usual entrance salary ranges from \$840 to \$1000 a year.

#### A. L. A. Exhibit at San Francisco Takes a Prize

The exhibit of the American library association at the Panama-Pacific exposition was awarded the official medal of honor in its class of libraries and museum. This is the second prize, the first grand prize being awarded to the exhibit of the Field Museum of natural history of Chicago. The gold medal—third prize—was awarded the California library association.

#### A Fake Indexer

Federal authorities have arrested C. A. Beck, who was accused of swindling doctors out of much money in various parts of the country. His scheme was to solicit subscriptions to an alleged concern, called the American medical index association, in which the membership fee was \$5. Prominent physicians all over the country were taken in on the proposition and, when a rich harvest of subscribers had been reaped, the man dis-

appeared. He was finally located at Detroit and placed under arrest charged with using the mails to defraud.

#### U. S. Report on Libraries

The report on libraries, issued by the United States Bureau of Education, states that there are over 18,000 regular established libraries whose shelves contain over 75,000,000 v. Of libraries containing 5,000, or over, there are 1,844 public and society libraries and 1,005 school and college libraries. Of these 1,446 are entirely free to the public. There are 7,000,000 borrowers' cards in force in these libraries. Of the libraries containing from 1,000 to 5,000 v., 3,265 are school libraries with 11,689,942 v. on the shelves. In the libraries containing from 200 to 1,000 there are 2,976,007 v. Four-fifths of the borrowers' cards in use are in the north Atlantic and north central states. New York ranks first with the number of volumes in her 214 libraries, having 7,842,621 v. Massachusetts 7,380,024 v. in 288 libraries. Pennsylvania 3,728,070 v. and Illinois 3,168,765. The chief activity for the past year has been extension of the branch system, particularly in the granting of library privileges on the part of cities to neighboring suburban communities, the development of the county library plan in many states and a marked growth in the spirit of service in many of the formal educational institutions. There has been an increase of 20,000,000 v. in the libraries since 1908.

*The Nation*, the reliable standby of librarians in so many of their problems, celebrated its semi-centennial jubilee in June. Appraisal of the fine work of *The Nation* and an appreciation of the valuable work it has done were contributed by James Bryce, Henry Holt, W. C. Brownell and others. *The Nation* well deserves the many complimentary things said of it because of the service it has rendered in expressing definite opinion on public questions.

The jubilee issue is itself a review of the political and literary history of the United States in the last fifty years.

### The Madison Library Conference\*

The Wisconsin library commission conducted a second general conference on library work at Madison during the last 10 days of July, largely because so few librarians in the middle west could attend the meetings of the A. L. A. on the Pacific Coast in June. Workers from other states as well as Wisconsin were invited and made welcome. The registration showed 174 in attendance from 14 states; 49 Wisconsin libraries were represented by one or more delegates.

The central theme of the conference was "The librarian and the book," and many interesting phases of the theme were presented from day to day. It is difficult to summarize briefly the value of the work of a gathering such as this proved to be. The spirit of the conference was one of earnestness, mutual helpfulness and good cheer. The general informal discussions were participated in to an unusual degree by those present, thus resulting in much practical benefit. Measured by the participation in discussion the conference was a great success.

On the opening day, July 22, brief talks, explaining the aims of the conference, were given by Miss Hazeltine and Mr Dudgeon.

What the patrons have a right to expect of the public library was vividly put by Dr McCarthy of the Legislative reference library. Believing that sympathy and kindness are most needed in library work, he said, "If you are dealing with books you've got to love books; if you are a public servant you've got to love public service." Dr McCarthy emphasized the necessity of keeping in touch with the community and of striving to add to its future citizenship—concretely, through work in vocational guidance. A spirited discussion of Sunday opening, one of the points urged by the speaker, followed this talk.

Miss Stearns' topic, Is the public library fulfilling its mission? was vigor-

ously presented. She laid stress upon the quality of service, protesting against irksome and unnecessary rules, that often keep the real owners away from the books. The tendency to make the library a social center was commended by Miss Stearns, who maintains that anything that leads people to books is a legitimate undertaking for the library.

What classes of books are most worth while was presented by Miss Templeton, secretary of the Nebraska library commission. From her experience she named the types of books that she knew were read, books on practical ethics, books of information about trades, and on how to make things, books of biography, etc.

In the round table New books which are worth while, conducted by Miss Bascom, interesting comments were made upon definite titles, especially with reference to their value and their appeal in the library.

A visit to the new Wisconsin state capitol occupied the afternoon of the first day.

#### Chicago as a book center

Consideration of the library activities in Chicago occupied two sessions on Friday and Saturday, July 23 and 24. The presence of the leading men and women representing these interests assured an increased attendance. Mr Legler, in speaking of What is worth while in the Chicago public library, told especially of the work of the home circulation department, school branches, branch libraries and deposit stations, each claiming to be the most worth while in the entire library. Dr Andrews' paper on What is most worth while in The John Crerar library, introduced the members of the conference to this important library, with its special collections on medical, technical and social sciences. Mr Carleton, librarian of the Newberry library, was to have described this institution, had he been able to come. Business libraries and the application of library methods to business activities was discussed by Miss Ahern, editor of PUBLIC LIBRARIES. Miss Ahern expressed in a clear, convincing way the valuable contributions

\*[A combination of notes furnished by Miss Helen Turvill and Mrs Anna P. Mason of St. Louis public library.—Editor.]

of library work to the business world, particularly in the matter of the card index. In this connection a list of business firms in Chicago employing trained librarians was indicative of the growing recognition of the power of books as tools for the business man.

Mr Utley, secretary of the A. L. A., humorously introduced as "the A. L. A. hired man," speaking on the topic, How the Chicago office of the A. L. A. can serve you, told of the accomplishments of the association and especially commented upon the value of the publications issued. An important benefit from membership in the A. L. A. results, he said, through the publication of the membership list, virtually a "who's who" for the library profession. Mr Utley also stated that he believed in the next 10 years the chief effort in library activity will be put forth to make the public realize the importance of library work.

Miss Warren's paper on Notable characteristics of school libraries in Chicago was an able presentation of this subject. She reviewed the present school library (in-)activities and made a plea for the employment of trained librarians in the public schools, instead of assigning library duties to teachers, when they have absolutely no interest in it or any idea of what is expected from them. Especially by inculcating habits of study and reading can the librarian help the children. The coöperation of the teacher and the parent must be won. The methods used in the School of education were set forth in a suggestive manner.

Mr Roden, assistant librarian of the Chicago public library, in his talk, Buying books for the library, said the best book for the public library is the one which will suit the largest number of average readers, not the book for the specialist, nor the "off color" book that may have literary excellence, nor the ephemeral work of fiction. In regard to book prices Mr Roden declared that the dealers were no longer bound by the net price system, and that libraries should buy where they are given the best price. Especially interesting was the discussion that followed. Mr Roden

urged that local book dealers be given support. Mr Melcher, of Stewart's book store, Indianapolis, stated that the average purchase of books per person in the United States was only three-fourths of a book for each inhabitant. This percentage is below that of England, Germany and Switzerland. Things worth seeing in a big book store were instructively described by Mr Wolter, of A. C. McClurg & Co., Chicago.

The round table discussions for these days on The profession of librarianship—how we can extend and improve it, led by Miss Ahern, and on Librarian's reading, led by Miss Hazeltine, were spirited and participated in by many speakers. On the first topic many suggestions were forthcoming. Miss Ahern said librarians should themselves keep a high standard for the code. Dr Andrews would have the quality of bibliographical instruction in colleges improved, thus raising the dignity of the profession. Conscious effort to present library work as an attractive vocation to college women was suggested by Miss Turvill, as a plan that had been attempted before the Vocational conference for women in the University of Wisconsin. Miss Lindsay advocated giving a similar presentation to high school students. The social service opportunity in library work, Mr Utley believed, will attract more young men to the field. Miss Hazeltine and Miss Durin emphasized that the library profession will always demand hard work and that the value of technique, a more esthetic word for drudgery, must not be ignored. Miss Ahern, in summing up, spoke of the necessity that librarians refresh their ideas through attendance at conferences, reading professional literature, and lending a helpful hand in bringing the library in touch with other organized work.

The round table on Librarians' reading, with personal reports, proved most pleasurable. Mr Legler testified to the charm that modern poetry, especially Richard Hovey, possessed for him. Each should read on lines pleasurable to himself. A plea for a special day each week for reading was made by Miss Preston

and echoed by others. Miss Ahern instanced the great work in education that has been done by the C. L. S. C.'s in the 20 minutes a day plan. Miss Mason and Miss Humble found pleasure in memorizing poetry and in re-reading, especially children's books. "Form the habit of picking up a book at odd minutes," Miss Bascom spoke of the cashier in a cafeteria who is reading Lodge's Life of Alexander Hamilton in the midst of constant interruptions. Mrs Lemon, of the Omaha (Neb.) school system, dryly hinted that librarians like teachers might read in the time spent in saying "there is no time to read."

The Historical library and its notable collection of books and many phases of activity were viewed with interest on Friday afternoon.

A garden party, given by Miss Carpenter, on Friday evening, gave opportunity for those in attendance to become better acquainted. Mrs Reuben G. Thwaites entertained nearly 90 at her country home on Lake Monona, Saturday afternoon. An impromptu dramatic reading of *Hyacinth Halvey* by Lady Gregory was very effectively rendered by Professor E. A. Gilmore, Professor E. H. Gardner, M. S. Dudgeon, Professor and Mrs Arthur Beatty and Mrs R. G. Thwaites. Following the reading, a plentiful picnic supper was served to which the guests did full justice. Then came games and songs till it was time to take the evening boat.

On Sunday afternoon, Miss Hazeltine was at home to librarians attending the conference. Tea was served and Miss Ahern read from several Irish plays.

#### Poetry and business

The theme for Monday, July 26, was a study of books of poetry and business. One of the most vivid and lasting impressions, revealed by the comments made by librarians present during all the sessions, was awakened by Prof Beatty's paper on Modern poets and poetry, and the evening devoted to readings from these poets. Listeners felt that Prof Beatty was right in claiming that modern poetry was full of promise, that it has a

living interest and appeal. He said that librarians have a peculiar opportunity to help in popularizing poetry. Miss Bascom's round table on Poets and poetry pointed out a means of creating and stimulating such an interest. Among the poems most enjoyed were Noyes' The barrel-organ, read by Mrs Thwaites; a group of poems chosen from Rittenhouse's Little book of modern verse, given by Miss Carpenter; selections from Lindsay, most effectively presented by Mr Melcher. Mr Dudgeon read representative poems by Serviss, the poet of the Yukon; Miss Humble gave several selections from The gypsy trail; Mrs Mason a group of poems for children; and Miss Ahern read a trilogy of Irish poetry.

Preceding the poetry reading, a victrola concert was given, demonstrating records for library use. A discussion of victrolas in libraries followed.

Books on business were vigorously discussed by R. S. Butler, professor of business administration at the university. The necessity of selecting these books with especial care was pointed out, since floods of titles are issuing from the presses.

Miss Stearns' second talk on The library and civic and social publications was very practical in its suggestions about material for social and civic organizations.

The session closed with a round table led by Mr Sanborn, secretary of the Indiana library commission, on Books for men. He made a pertinent suggestion that business men be asked to do favors for the library, for example ask their assistance in answering reference questions. As on the preceding mornings, many entered with zest into the discussion. Mr Melcher was forceful in urging that librarians pattern after the successful book store if they wish to secure the patronage of men, consider accessibility in the library's location; have the entrance approachable, less like that of an institution; treat the patron like a customer, making him feel that he is desired; do not be too intent on work to see people; cultivate qualities of good

salesmanship, give good service; have confidence in your wares if you wish to interest people, read your books; try entering your own library door in the attitude of a stranger to see what impression you would receive; be self-confident, especially in talking to business men, and overcome timidity. The book stores get more from men than women, by emulating book-store methods, the speaker thought, the library might succeed to the same degree.

Walter M. Smith, librarian of the University library, thought men, when they had time to read, really selected the same books, excepting sentimental books, that women did, but he doubted whether the small library had resources to supply enough books to satisfy a man who wishes to go thoroughly into the subject that attracts him. Mr Smith spoke a word of warning against overdoing in the matter of attention, which may sometimes annoy the reader.

Window displays were suggested by Miss Preston as a means of attracting attention of men particularly. Mr Rice, State library clerk, believed that longer evening hours were desirable when men are free to come to the library and that efforts were needed to overcome timidity on the part of men about entering the library because of their fear of seeming "green." Instruction in the use of the library given through the public school will do more than any other thing to counteract this feeling. Miss Smith, librarian of Madison, agreed that this was the solution. She made this her aim, when presenting library instruction in the Madison schools, namely, to get the interest of the boys in the eight grades. As a result of her course the children feel perfectly at home in the library, in the use of the catalog, indexes, bound magazines, etc.

#### Alumni day

When the summer conference was planned, the offices of the Alumni association decided to make this the occasion for a reunion of the graduates, July 27 was designated as alumni day and the program was under the direction of the

association. Brief talks were given by Prof Fish, of the history department of the university, Prof Campbell and Prof Lathrop of the English department, two being on the regular staff of lecturers and thus well known to the alumni. Dr Fish's topic was Newer books in American history. He named the more notable publications of recent years in the historical field, spoke of forthcoming works, and made illuminating comments upon each title.

Continental novels, the subject of Prof Campbell's talk, was most stimulating to personal reading and intensely practical in answering the librarian's question what foreign fiction is worth consideration for the shelves of the library. Prof Campbell said that novel readers ignore too much continental literature, that no one can readily understand the present English and American novels without reading foreign fiction, especially the fiction of France and Russia. He dwelt especially on the influence of Russian fiction, and stated that the Scandinavian countries were producing the very best continental literature at the present time. Specific titles were cited to illustrate each point.

Last in this group, Prof Lathrop spoke on Reading standard fiction. The function, he said, of standard fiction lies in the stimulus given to the imagination. Novels should be read for fun and to give pleasure. Beyond providing editions that possess charm of appearance, the librarian should do little to influence the reading of standards.

The second half of the alumni program opened with a brief talk by Julia A. Robinson, '09, president of the Alumni association and secretary of the Iowa library commission. She touched upon the widening of the library field and the opportunities and demands it brings. The round table discussion, Books our graduates have used successfully, led by Miss Turvill, consisted of brief reports from the alumni of the Wisconsin library school on books used or methods employed to interest people in books. The alumni luncheon and business meeting followed. (See page 389.)

On invitation of the Democrat Printing Company, the conference visitors enjoyed a boat ride to Lake Waubesa on the evening of alumni day.

#### Publicity day

The topic for Wednesday, Publicity day, was first presented by Prof Bleyer, of the University school of journalism. Made from the viewpoint of the editor, his suggestions on Newspaper publicity were pertinent and presented in a forcible manner. He told what kind of news to print and how to print it, laying special stress on the style of writing. Full outlines of his lecture were printed for distribution.

The appearance of Miss McCollough and Miss Drake on the program of the conference, both formerly of the staff of the Wisconsin library commission, brought great measure of delight to their many friends among the librarians of the state.

Miss McCollough's talk on Getting the library before everybody was a narration of the methods employed in Evansville, Indiana, to advertise the library. The newspaper has been the great medium. Since advertising is really wanted, the speaker believes that it would pay to spend money for such a purpose. Exhibits as a means of accomplishing results were discussed, brief descriptions of the nature of exhibits made at the county fair, teachers' institutes, etc., were given. Miss McCollough brought with her a particularly interesting series of posters made to illustrate the work of the library at the Indiana child welfare exhibit. The personal appeal of the librarian expressed through talks to clubs and organizations of all sorts, has proved likewise an effective method; the value of reading lists made for specific purposes, for instance on vocational guidance, waterways and waterfronts, bird books, etc., was emphasized. Illustrative lists used by the Evansville library were distributed to the members of the conference.

Prof Ross of the department of sociology of the university, and author of *Changing Chinese and South of Panama*,

in a delightfully informal way described The making of a book of travel. Librarians found the author's account of his labor and adventures in gathering his material and writing these well known volumes, as interesting as the books themselves.

Following this talk, came a round table on publicity, led by Miss Drake, who began by describing some of the methods employed in the Sioux City (Ia.) public library. Personal talks have proved most effective; samples of the circulars mailed in the city water bills, another means employed to "get the library before everybody," were distributed. W. H. McFetridge, of Baraboo, opened the discussion in which many took part. Methods of getting the interest of business men through Commercial and Rotary clubs was especially emphasized by Burt Williams, collector of Internal Revenue, Madison. He suggested that librarians find out from the secretaries the subjects up for discussion and send lists of books contained in the library on these topics to the members of the committee. These men are eager to become informed on the topics presented. Miss McCollough told of the success attained in trying this scheme in her town. Posters in show windows were also discussed, and the effective work done in Superior was mentioned in this connection. The session closed with an explanation by Mr O. H. Pate, of the University agricultural extension division, of the efforts being made to attract the attention of the public to the popular bulletins and circulars containing the latest information along agricultural lines. It is desired that the library bring these publications to the notice of their patrons by exhibiting on their bulletin boards sample title pages. He told of the press notices that would be issued in the furtherance of the scheme. In the evening a demonstration of educational moving pictures was given by W. H. Dudley of the University extension division.

Pictures for the *Pied Piper* and for *Silas Marner* were shown, also the colored slides for the *Wonderful adventures of Nils*.

**Library and school day**

In the opening talk on Equipment and administration of school branches, Miss McCollough described the work being done by the Evansville library in circulating books through the schools. She described in detail a plan to be inaugurated this year for a branch library in a school building. Miss Smith, librarian of the Madison free library, a recognized authority on successful library work with schools, discussed the question What books should go into the school-room? Her conclusions were given with positive conviction and aroused deepest interest. Since statistics prove that 50% of the children complete their education with the fifth grade, this proportion will not become readers or use the library as they grow older, unless their interest in reading is aroused. The best solution is to provide books for the children in these grades and develop the reading habit early. The duty of the librarian is obvious—to furnish enough books in the school-room that the child can read himself; see that each child above the first grade has a library card, thus putting him in touch with the library. Sending the children's librarian into the schools to talk about the books in the school-room library will be a means of reaching more children than the story hour.

Following these talks, came the round table on Coöperation between library and school, conducted by Miss Drake. The discussion centered upon methods of teaching the use of the library in the school, in which the plans used in Sioux City, Ia., Madison, Wis., and St. Louis were described. Miss Smith spoke against "mass teaching," arguing for small classes. Mr Rice discussed methods by which the rural school child can gain this knowledge and of the "reading circle" plan in Wisconsin. Miss Martha Wilson, supervisor of school libraries in Minnesota, was asked to summarize the discussion. She agreed with Mr Legler that the school library is one of the greatest problems confronting the public library, but there should be no rivalry between them. School library work should be viewed as public library

extension, the same children being served by both agencies. For school work, the librarian needs a teacher's experience as well as library training. The librarian of the small public library can do much to help the teachers, especially the rural teachers, by talks at teachers' institute and furnishing lists, especially graded lists. Resources of the school library should be known and needless duplication avoided. The curriculum of the school and the kind of material to be supplied should be understood by the librarian.

Most interesting of the talks given on this day was Prof Dickinson's on Some modern developments of the printed drama, proving as he did the growing interest on the part of the public in reading plays. That this is indeed the case was most evident from the audience that crowded the auditorium of the Public library in the evening to listen to a dramatic reading of Bernard Shaw's "Arms and the man," presented for the entertainment of the conference and the citizens of Madison. Over 250 were present and much enjoyed the reading. Taking part in the reading were Rev A. H. Ewing, Prof and Mrs Arthur Beatty, Miss Hazeltine, Miss Humble, Miss Carpenter, Prof S. H. Goodnight and M. S. Dugeon.

**Administration day**

The topics presented on the closing day of the conference were Newspapers for public libraries, by Prof Bleyer, a discussion of newspapers for the reading room and for permanent record, and considerations in the choice of newspapers. Librarians were urged to preserve a file of the local papers. Miss Drake's stimulating paper on Relation of public librarian to social betterment, was heard with greatest attention. Problems in staff development, the concluding topic, was given by Miss McCollough. In making staff appointments, the candidate must have the qualifications needed and must be a good investment for the community. The librarian must know how to organize her staff and how to delegate work. Regular staff meetings are most helpful and assistants

should have opportunity to attend library meetings. The tendency to "sag" in your work is a danger in small communities where no one else knows what the library's aim should be. The librarian must exert herself to overcome this tendency in the staff. The conference closed with a roll call, with responses from each person telling of ideas acquired during the sessions. The testimony was interesting in revealing what had made the most vivid impressions. A realization of the charm of poetry, a kindled interest in foreign fiction, the importance of work with schools and especially the need of providing reading for the children in the lower grades were most frequently mentioned. With a rising vote of appreciation to the Wisconsin library commission and the library school, proposed by Miss Ahern, the conference closed Friday noon, July 30.

#### Afternoon conferences

A series of informal conferences and discussions occupied each afternoon during the second week of the conference. Topics with the leaders were: Pictures and clippings, Miss Carpenter; Periodicals, Miss Turvill; Good editions, Miss Turvill; Book selection aids, Miss Bascom; Story-telling practice, Miss Humble; Use of the United States catalog and other trade bibliographies, Miss Carpenter; Mending demonstration, Miss Turvill and Miss Rolfs.

At the round table on story-telling, a group of stories were presented by various children's librarians.

The regular course of seven lectures on Children's literature given by Miss Humble to the summer school, was held each morning at 8 o'clock during the conference. These lectures were open to visiting librarians, many of whom were glad to avail themselves of an opportunity to take the course.

#### Exhibits

A notable feature was the exhibits installed for the conference. In the foyer of the Library school, groups of books, drawn from the collections of the Book selection department, the Library school and other libraries in Madison, were dis-

played. These included a special group of new books, books of poetry, books on drama, business and American history. In connection with the course in children's literature, the books for examination were changed each day in the case devoted to this topic. The collection of standards in attractive editions was likewise displayed. When lectures were not in progress, many gathered about the groups to make note of titles for future purchase.

On the gallery walls were hung some of the most timely of the school's collection of picture bulletins. The second week these gave place to illustrative material on publicity, including a special collection of posters prepared by the Evansville (Ind.) public library. In the display cases was reassembled the exhibit first prepared by the Library school for the University exposition showing in graphic form the nature of library work. The exhibit illustrated the process through which the book passes from author to library patron.

Quarters were allotted on the ground floor of the Free library building for exhibits of library supplies. The publications of the American library association were also on display, and the University agricultural experiment station exhibited bulletins and other literature.

#### Some comments on the conference

The program of the Wisconsin summer conference of 1915, upon the "Librarian and the book," gave me more real help and inspiration than any previous library conference, not excepting the A. L. A. We librarians who attended will endeavor more than ever to get the *right books, read our books, and get the books to all the people.*

The keynote, it seemed to me, was *contact—real contact of librarian with books and of librarian and books with all the people of the community.* Let us have more such meetings.

MARY B. LINDSAY.

The conference at Madison was surely admirably planned. Packing the mornings full of things we really wanted to hear, and leaving the rest of the day free was a happy arrangement which might well be copied by other program makers. The result was a refreshment of spirit instead of frazzled nerves—not at all the state in which one usually finds himself after a conference.

CHARLOTTE TEMPLETON.

Much of the Conference seemed to me of general moment to all interested in libraries or educational work of any kind. Other parts of the program were of great practical value to the library worker and, of course, of special interest to such. Many of the addresses were specially valuable because of the inspiration and the wider outlook given. To me these conferences are the most helpful of any library meetings I attend.

ELLA A. HAMILTON.

Public library, Whitewater, Wis.

There was a spirit of sincere professional feeling that was truly inspiring at the Wisconsin Summer Library Conference. The arrangement of having the formal papers followed by round tables was very successful and practical, as all present were eager to know the experience of others and willing to tell of their own. The interest and enthusiasm that was shown throughout the entire conference proved the value of such a meeting.

JEANNETTE M. DRAKE.

Public library, Sioux City, Iowa.

An earnest effort to get back to first principles and to make for the library a real and lasting place in the social consciousness, seemed to be the dominant note of the Wisconsin meeting.

More intensive work with the younger children and a larger faith in a tangible realization of the "things hoped for" with adults were emphasized again and again.

As a demonstration of the wisdom of holding small group meetings it was wonderfully effective.

ETHEL F. MCCOLLOUGH.

Public library, Evansville, Ind.

The value of any library gathering, it seems to me, lies, first, in the quality of the speakers; second, in the opportunity given for free discussion, and, third, in the number reached.

The list of speakers at Madison leaves nothing to be desired in that direction, and judging by the spirit and attendance, I should conclude that the meeting admirably fulfilled the last two conditions as well, and would be considered eminently successful.

The question, however, arises as to the relative value of one conference only and a series of meetings scattered through the state which could be attended by a much larger number of librarians and trustees.

JULIA A. ROBINSON.

Iowa library commission.

The informality of the roundtables was what made them so very interesting and profitable to all of us. Experiences and ideas were exchanged more freely than would have been possible at more formal meetings.

The idea of the addresses and discussions being centered on "The Book" was new and interesting. But this did not mean that these talks were not widely varied for they

ranged all the way from "How to write a book" to how to advertise and get the book used.

Miss Mary Smith of Madison in speaking of work with children, gave us a very definite thought to take back with us and think hard about. Her idea was that if more attention was paid to the work with children below the fifth grade, there would be less need of worry and planning to get the 50 non-reading public into our libraries.

The meeting was a great success—a real inspiration.

AGNES M. CLANCY

The Madison conference could not fail to make every librarian in attendance go back to her work with her shoulders squared and pulses throbbing with enthusiasm.

"The reason: first, the talent. Some of the best librarians in the middle west and some of the best known professors from the university. They were all people 'on the firing line' so the messages were not only inspiring, but practical.

"Of course 'the Wisconsin idea' of friendly helpfulness, which prevails in the Wisconsin commission and school, was felt throughout the conference.

"Then, the average librarian feels so infinitesimal at an A. L. A. or any huge meeting. But here everyone knew everyone else so that the ideas exchanged and opinions aired with neighbors proved one of the many valuable features of the conference.

"The great value of these smaller conferences is that they are so personal. Why not have them at least every two years?"

ADA J. McCARTHY.

Stephenson public library, Marinette, Wis.

### State Board of Control

In the September number of *Modern Hospital* Edith Kathleen Jones, librarian, McLean hospital, Waverley, Mass., will publish an article on the need of trained librarians in hospitals, and in the October number of the *American Journal of Insanity* Miss Jones will present the syllabus of a suggested course of lectures to nurses on books and reading. Reprints of these articles can be had by addressing Miriam E. Carey, State Board of Control, St. Paul, Minn.

An article on Libraries in general hospitals by Mrs Grace W. Meyers, Treadwell library, Massachusetts general hospital, will appear in the October number of *Modern Hospital*, and will be followed the next month by a paper on Libraries in state hospitals by Miriam E. Carey, supervisor of Institution libraries, St. Paul, Minn.

**The Berkeley Conference: Statement by the Local Committee**

In view of certain criticisms of the rooming arrangements in Berkeley during the A. L. A. conference, the local committee wishes to offer the following statement.

When Berkeley was decided upon for the Conference the local committee faced the problem of securing an immediate guarantee of accommodations for an attendance variously estimated at from six to seven hundred persons. At that time it was generally believed that the Bay Cities would be crowded with Exposition visitors during June, July and August, and the hotels were refusing to guarantee any accommodations at all to conventions. The writer personally visited every reputable hotel in Berkeley and Oakland on this errand. The committee was able to secure one block of 75 rooms which the Hotel Shattuck had placed at the disposal of the Exposition officials; and one hotel in Oakland, distant 20 minutes by street car from the University, offered a number of rooms at the same rates. This was absolutely all the committee was able to secure in the way of guaranteed hotel reservations.

The committee next wrote every rooming or boarding house listed by the University with the same result; everyone expected more business than he could handle, and the utmost the committee could obtain was a guarantee of something like a dozen scattered rooms.

The committee then approached the Traveler's Service Bureau; an organization which had taken over various fraternity, sorority and club houses in Berkeley during the summer vacation with a view to the anticipated Exposition business, and which later added College Hall, a private dormitory, to its list. The Bureau agreed to give the committee choice of the houses on its list, to permit inspection and make such rearrangements as might be desired, and to submit for approval menus of the meals to be served. A charge of \$1.00 per head was to be made for all persons placed in houses controlled by the Bureau. Except

in regard to the hotel, the committee dealt throughout with the Traveler's Service Bureau and not with the owners of the houses.

In order to hold the rooms the local committee was obliged to deposit \$500 with the hotel and \$200 with the Traveler's Service Bureau. This is the situation as it existed in the fall, when it was necessary to insure accommodations for the association in the face of an anticipated influx of Exposition visitors. The terms secured were the best that offered *at that time*.

By the time the Conference opened the situation had wholly changed. The anticipated flood of Exposition visitors had not materialized, the hotels and boarding houses had not been filled, and the Claremont hotel had been hurriedly completed and was offering accommodations at very low rates. It is not surprising that some of our visitors, ignorant of the circumstances, felt that the local committee had been neglectful of their interests, and were induced by better accommodations or lower prices to change. The committee, which had acted in good faith throughout and had made assignments only in accordance with written requests based presumably on the notice published in the *A. L. A. Bulletins* for January, March and May, felt justified at first in attempting to protect itself from forfeiture of its deposits by asking the delegates to abide by their assignments. It soon became evident that this position could not be maintained without creating ill-feeling, and as the comfort and satisfaction of our visitors was felt to be the primary consideration the committee bent its efforts toward assisting to secure the desired adjustments, leaving the financial end to care for itself.

Three specific matters perhaps call for a further word. (1) The failure of the hotel to provide twin beds in all rooms to which two persons were assigned. The rooms examined had twin beds, and the committee understood that all double rooms reserved for the party would be similarly furnished; the hotel management apparently did not. The commit-

tee was at fault for not having covered this point specifically in the contract. As soon as the difficulty was discovered adjustment was requested and in most cases was arranged before night; in all cases, as far as the committee has been able to learn, by noon of the second day. (2) The organization houses having been opened especially for our party, the machinery in some of them did not run smoothly the first day. All complaints which reached the committee were immediately investigated and adjustment secured as promptly as possible. (3) The College Hall episode. This was the regrettable incident of the week. This house, the best on our list, was reserved for our Eastern visitors. What the committee did not count upon, and indeed had no knowledge of, was the idiosyncracy of the owner. The committee regrets that some of the ladies assigned to this house were browbeaten into submitting to extortion, and has taken legal advice as to the possibility of recovery. It seems to be impossible under the state law, however, as payment in such cases is equivalent to a waiver of claim.

HAROLD L. LEUPP,  
For the Local Committee.

June 14, 1915.

#### State Librarians' Meetings

The eighteenth annual meeting of the National association of state libraries was held in Berkeley, Calif., June 4-8. In the absence of President Gillis, Mr Shaffer of the state law library of Washington presided. Greetings were sent to Mr Gillis. The first session was a joint meeting with the American association of law libraries and the California law association. Dr G. E. Uyehara of the University of Meiji, Tokio, the executive commissioner from Japan to the Panama-Pacific exposition, presented a paper on the Judicial system of Japan. Dr Uyehara said that the framers of the Japanese constitution believe that the independence of the judiciary is a requisite of good government and while endeavoring to subordinate every other branch of the government to the Emperor, they intended to make the judi-

ciciary independent. This independence, however, means nothing more than that the judgment of the court is free from direct control of the executive.

He stated that he considered that the judiciary of the United States has too great freedom in the constitution while in Japan it is too weak and, in both cases, not consistent with the principles of sound democratic government. In such a government, the judiciary must be subordinated not to the executive but to the legislative branch of government which is the representative body of the people. The speaker described the different courts of law in Japan and their functions.

Prof E. P. Cubberly, of Stanford university, expressed at some length his views on library organization in an ideal educational reorganization. He believes in a state system of education, rather than a series of local systems, which should embrace not only mere teaching but all things along the line of educational service that go to the improvement of the human race. He said that the state library and state museum should be branches of the state department of education and head of their respective lines in the state, that it is the duty of the state librarian to coöperate with the county librarians and to call an annual meeting of all librarians for consultation. The old time school system would be eliminated and the county would succeed it. County librarians would be certified by the state for the county libraries which would have branches in every community center. All school libraries should be a part of the county library system. This coöperation would lead to economy and efficiency. The speaker recommended community center schools, which would be libraries, meeting houses, and school houses all in one around which might rally the educational and agricultural service of the community, consolidating every important effort for the improvement of rural districts and small towns.

The annual report of the joint committee on national legislative information service was presented by George S. Go-

dard, State librarian of Connecticut. He said that the cumulative index to state legislation is being published by the Law Reporting Company of New York under the auspices of the joint committee and being furnished free to coöperating libraries.

Johnson Brigham, state librarian of Iowa, was chairman of the second session June 8. At the business session, it was reported that the treasury held \$422. Membership was represented by 43 institutions located in 27 states. A number of amendments were offered which will come up for adoption in 1916. A year book was distributed and the secretary announced that an index had been prepared to all of the published proceedings of the association and this, together with a summary of county library work and legislation relating to the same in the various states, were ordered printed, with the regular proceedings. The report closed with a number of letters from various states relating to recent legislation affecting state libraries and their work.

The report on public archives, prepared by Dr H. R. McIlwaine, of Virginia, was extensive and comprehensive. Officers were elected as follows: President, A. J. Small, state law librarian of Iowa; first vice-president, M. G. Dodge, legislative reference librarian, California state library; second vice-president, Carrie L. Dailey, assistant state librarian of Georgia; secretary-treasurer, Elizabeth M. Smith, head of order division, New York state library. Thirteen different institutions were represented at the meeting from twelve different states.

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Wisdom has riches in her right hand, and honor and long life in her left; but she must be wooed and won for her own sake, not for her dowry. She will not accept the fortune-hunter. If a man cares more for honesty than for policy, he will find honesty the best policy; but the honesty which is merely policy is no honesty at all.—  
Lyman Abbott.

**American Association of Law Libraries**  
**Fourth annual meeting, Berkeley, California,**  
**June 3-5, 1915**

The tenth annual meeting of the association was an unusually interesting occasion to those who have followed its progress and profited by the work it has done. It was a time for bringing together into a perspective the events which have marked its decade. The president's address did this admirably and the paper by A. C. Pulling of the Law library of the University of Minnesota on "The law library of the future" called attention forcibly to the rapidly broadening field of American law practice, and the multiplying complexities and volume of legal literature, with all of which the law library of the present must deal.

In another paper an important detail of this broader field, namely, the experiences of one law library in its efforts to build up its foreign law collections, was related with the idea that the methods followed might be of help to others engaged along similar lines.

Dr G. E. Wire's paper on "Differing functions of law libraries" and A. J. Small's address on "Law library essentials" were interesting studies of specialization in law libraries to meet particular needs, and fundamental considerations which should be kept in mind by all. Uniformity in cataloging in law libraries was urged by J. Oscar Emrich and was in line with the above discussions in that it took up the relation between law subject cataloging and the so-called American digest classification scheme, and pointed out the value of keeping the plan of a catalog to that with which lawyers were familiar through their use of the great general digests.

The association held two separate sessions and one joint session with the National association of state libraries. At the joint meeting interesting papers were presented by Prof Y. Uyehara of the University of Meiji, Tokio, on "Courts and libraries in Japan," and by Prof Ellwood P. Cubberly of Stan-

ford university on "State and county educational reorganization," also the report on National legislative information service.

The report of the treasurer showed a healthy condition of finances, though one still capable of improvement.

The report on the *Index to Legal Periodicals and Law Library Journal* stated that Miss G. E. Woodard had been made the editor and that this, the greatest work accomplished by the association, was still much alive. For those who may not be familiar with the *Law Library Journal* section of this publication it should be stated that it is the official organ of the association and contains the minutes of its meetings, reports of its committees, its papers, etc., as well as contributed articles.

The attendance was good considering the distance from the geographical center of the American law library world and the early date set for the convention. It was strongly felt that it was a mistake to place the date so early and the association went on record to this effect. It was also considered a mistake to hold the meeting in the vicinity of such a tremendous counter attraction as an international exposition, not because the attendance was lessened, but for the reason that that most valuable feature of conventions held under different conditions namely the after-meeting veranda conferences, so-called, were almost entirely eliminated.

The officers elected for the ensuing year were as follows:

E. J. Lien, president, State library, St. Paul, Minn.; C. Will Shaffer, first vice-president, State law library, Olympia, Wash.; Frances A. Davis, second vice-president, State library, Cheyenne, Wyoming; Gertrude E. Woodard, secretary, Law library, University of Michigan, Ann Arbor; Edward H. Redstone, treasurer, Social Law library, Boston, Mass.

Executive committee: President, first and second vice-presidents, secretary and treasurer, ex officio, Franklin O. Poole, Association of the Bar, New York City; M. J. Ferguson, State library, California; E. A. Feazee, Cleveland law library association; Gamble Jordan, St. Louis law library association.

The association was most delightfully entertained by the Bancroft-Whitney Co., of San Francisco, and the kindnesses of these hosts and the local law librarians will not be forgotten.

F. O. POOLE,  
Acting-secretary.

#### Public Documents Round Table

A meeting of those interested in public documents was held under the direction of George S. Godard, chairman. Miss Amy Allen, of the University of West Virginia, acted as secretary. Mr Godard, in opening the meeting, called attention to the meeting held in Washington in 1915, where the work of the superintendent of documents' office was explained and many interesting questions answered by those competent to do so. Mr Carter, clerk of the joint committee on printing, explained the provisions of the bills then before Congress, so far as they related to the printing and distribution of documents. Mr Godard stated that he regretted to report that the bills had not passed and that it would be necessary to have a new bill introduced in the next Congress embodying, as far as possible, the bills explained by Mr Carter.

A brief statement of present conditions of the document question was read by Miss Dailey, of the Georgia State library. Miss Hayes, of Leland Stanford university library, read a letter from Miss Edith E. Clark, urging the removal of the annual reports of all executive departments and independent establishments from the congressional set. Many present thought that such a removal would be an inconvenience in most libraries, but the opinion was expressed that it would hardly be right to ask Congress to exclude, from the official series, reports and publications on which, by law, Congress is called on to act. It was felt that, if there must be but one edition, one binding and one lettering, it should be the official Congressional series. It was hoped that there might be provided for libraries, bound volumes of reports on such subjects, with different lettering upon the books of the

volumes, as the lettering of the congressional series is confusing, when the volume is shelved apart from such series. Resolutions were adopted expressive of the desire of the American library association that a bill embracing substantially the same provisions, so far as relating to the printing and distributing of documents, as those of Senate Bill No. 5430 and House Bill No. 15902, should be reported to Congress and enacted into law.

Resolutions also expressed thanks that the officers in Washington coöperated toward making the contents of public documents more popular and more quickly and easily accessible. The individual members of the association were also urged to call the attention of their respective representatives in Congress to the printing bill and urge its enactment into law.

#### N. E. A. Library Section Meeting of 1915

The Library section of the N. E. A. met August 24, in Oakland, Cal., with Miss Harriet A. Wood, school librarian, Portland, Ore., presiding. The morning session was devoted to normal and high school libraries. Marjorie Van Deusen, assistant librarian, State normal school, Los Angeles, and C. C. Certain, head of the English department, High school, Birmingham, Ala., read the reports of the committees on Normal school libraries and the Standardization of courses in library instruction in schools, prepared by Mary E. Richardson, James F. Hoscic, and Lucy E. Fay. In the discussion which followed, the need of instruction for normal school students in the use of books and libraries was emphasized, and still more the need for courses in children's literature, so that these students may pass to their students the love of the best books. \* \* \*

Letters were sent to 100 school supervisors, representing all parts of the country, accompanied by a list of questions by which a survey of the opinions of the supervisors might be obtained on the question: What should a teacher know

about the use of books and libraries? The questions were so framed as to bring out what the teachers should know about books and about library technique. These questions were sent to elementary, high school and normal training departments. There were from five to twelve questions under each heading. Sixty answers were received. Several correspondents checked all of the items, claiming that all were important. The majority selected such topics as books for home reading and passed over the technical aspect of the teacher librarians' training. The replies seemed to show a disposition to welcome the movement towards familiarizing teachers more thoroughly with books and book methods. A number responded that they found it impossible to check the topics of first importance because they felt that all the topics were of first importance.

From these answers the committee formulated a standard for library training for students in the normal school along the following lines: 1. A course in the use of the library for personal assistance of all normal school students, both while they are in school and afterwards. Minimum time to attend class periods. 2. A course in directing the reading of children, including the use of libraries as far as this is possible by them. Minimum time 50 class periods.

3. The course in library organization and library administration for teacher librarians. This should prepare a few students in each normal school each year to take care of the libraries in elementary and rural schools and to be of general assistance to supervising officers in building up the administrating libraries. Elective. Minimum time, 100 class periods. This course was elaborated in the report to cover the essential features.

Ella S. Morgan, librarian, Lincoln high school, Los Angeles, read the report of Mary E. Hall, Girls' high school, Brooklyn, on High school libraries and gave also an inspiring survey of high school library progress in California, where the number of trained librarians has increased to 28. Miss Janet Nunn's paper on Planning and

equipping a high school library is a valuable contribution to the technical literature of the subject. In conducting the question box on high school library problems, Mrs Elizabeth S. Madison, Oakland high school, Cal., discussed the use of magazines, bound and unbound, the best charging system, the salary of a high school librarian, and the relationship between the high school and public library.

The evening session was devoted to rural and elementary libraries. Miss Katharine Jewell Everts, author of *Vocal expression*, spoke most charmingly on the use of the voice in the literary appreciation of children. She showed by precept and example how the printed page may be made to glow with life for the reader. The reports of the Rural and Elementary committees were read by Miss Wood and Miss Hoffman, school librarian, Ypsilanti, Mich., and the discussion showed the possibility of effective work in the rural communities where people are anxious for books. Flora Case, school librarian, Salem, Ore., spoke on The basis of selection of children's books, and Ida F. Holmes, supervisor of history work in the Clinton Kelly school, Portland, Ore., spoke upon The history teachers' use of the library.

At the general session in the evening, Dr H. B. Wolcott, librarian of the United States bureau of education gave a survey of school libraries. Dr Bernard Steiner, librarian, Enoch Pratt free library, Baltimore, Md., spoke on The Library as a continuation school, and Dr E. O. Sisson, commissioner of education, Boise, Idaho, spoke on Books and education, one giving the librarian's and the other giving the schoolman's point of view. Miss Everts' reading of *The traveler*, by Lady Gregory, formed a climax of rare beauty.

The following officers were elected: President, Miss Irene Warren, librarian, School of Education, Chicago, Ill., vice-president, C. C. Certain, head of the English department, High school, Birmingham, Ala., secretary, Grace D.

Rose, librarian, Public library, Davenport, Iowa.

Opportunity for meeting librarians and teachers interested in work with schools and young people was given at the luncheon at noon, at the receptions at the Oakland high school library and at the Oakland free library, and at the library exhibit which was open throughout the N. E. A. sessions. This was planned to show the possibilities of a school library, and interesting material was collected from California libraries by Miss Horton. The beautiful illustrated editions of the classics, methods of mounting pictures and clippings and binding pamphlets proved most interesting, not only to high school teachers, but also to teachers and principals of the elementary schools who asked questions about every phase of the work, from the name of a suitable book in words of one syllable for Indian braves, to the best way of establishing an elementary school library in a city of 200,000 people. Teachers and students alike showed a great interest in library work and a desire to improve existing conditions.

MARION L. HORTON,  
Secretary.

#### Illinois Library Meeting

The Illinois library association will hold its 1915 meeting at the University of Illinois, Champaign, November 3-5. Special emphasis will be laid on library conditions, needs and progress in the state and everyone engaged or interested, however slightly, is cordially invited to be present. Champaign has a new hotel where special rates will be allowed for the meeting. Extended notice will be sent out shortly.

One of the surest keys to success lies in thoroughness. No matter how great may be the enterprise undertaken, a regard for the small things is necessary. Just as the little courtesies of every-day life make life worth the living, so the little details form the bone and sinew of a great success.

### Library Meetings

**Massachusetts**—A joint meeting of the Massachusetts library club and Connecticut and Rhode Island library associations was held at Jamestown, R. I., June 17-19. The aim to furnish both literary and library topics for the meeting was well carried out. Visits to Providence and Newport and the Academy, the history and literary associations of the two cities added much interest to the visits.

The first meeting was held Thursday evening. H. T. Dougherty, president of the Rhode Island association, presided. H. L. Koopman read a delightful paper prepared by William E. Foster, librarian of the Public library of Providence, on "Some literary memories of Newport." Mr Foster spoke of Newport as inhabited by "shadowy shapes of the past," and delightfully recalled to the memory or brought to the knowledge of his hearers for the first time, the part a succession of men such as Bishop Berkeley, Dr Ezra Stiles, Cosmo and Guilbert Stuart, William Ellery Channing, George Bancroft and Thomas Wentworth Higginson had played in Newport history. He revivified their personalities and their contributions to literature. Those who heard Mr Foster could not do better than read, as he suggested, "Old Port days," as Newport was felicitously renamed by its author, T. W. Higginson. William Paine Sheffield spoke very interestingly on "The libraries of Newport," as records of the generous gifts of many distinguished citizens.

Charles A. Dinsmore, of Waterbury, Conn., on "Dante, the man and the poet," gave a comprehensive review of the great poet's life, his aspirations, passions, character and development through strife and bitterness and final achievement. Mr Dinsmore outlined the *Vita Nuovo* and gave in detail the *Divine Commedia*, interpreting its wonderful symbolism step by step.

Miss Van Valkenburg, of the New York public library, gave an interesting paper on "How far should we help the public in reference work?" Some discussion of the subject brought out the points that a practicable person of

approachable demeanor be in the foreground to initiate newcomers into the mystery of the library; that adults be helped and juveniles be instructed in the principles underlying library work; that the telephone service be an important part of reference work and so located in the building that immediate reply may be made the outside questioner.

Margaret Reynolds told "How they do it in Wisconsin," reviewing the work of the library commission in its extension, traveling libraries, study club, legislative reference department, and the Wisconsin library school.

At the Friday morning meeting, Miss Hewins explained the principles of selection which she had used in her list of books for boys and girls.\*

Mrs Johnson, of the Connecticut library commission, said that with children's books for small libraries and school libraries, because of limited funds, the great concern was how many "must haves" can be bought for a small amount. Too often teachers ask for the ordinary current juvenile books dealing with life as nearly as possible like children are living every day or that of rich children, omitting the books that add to a child's life and imagination—stories of other days and other countries. Mrs Johnson recommended different lists because of certain different and specially helpful points. The Kennedy list indicates the best volumes in a series; Miss Moore's list for the Iowa library commission is good for fiction; Massachusetts commission a buying list good for small libraries; Buffalo public library school list arranged by grades with an author index and a subject index which analyzes many books; New York City school list gives brief notes on the character of the books; Minnesota school library list follows the Dewey classification, has annotations, suggests grades in which the books may be used, and has author and title index. Mrs Johnson warned against buying choice editions for small libraries, saying it was wiser to buy more books for the same amount than is spent on fewer

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\*An epitome of this will appear later.

elaborately illustrated ones. School library day, as it has been tried in some of the larger towns and cities of Connecticut, was described. Suggestions for a library day program in the eighth grade were given:

1. Song.
2. Quotation for library day.
3. Reading of the ten best compositions on
  - (a) How a library helps a town and
  - (b) A book I have read.
4. Short readings from books selected by children.
5. Song.

A most interesting talk was given by Miss Griffen, director of the children's museum, Boston.\*

The committee on children's work of the Massachusetts library club, made its report, telling of the questionnaire covering the work done in children's rooms, elementary schools and high schools prepared and sent to every town in the state. Results will be reported later.

The Western Massachusetts library club reported on the work that had been done with pupils in teaching them the use of library machinery. Mr Belden reported for the committee on coöperation, that over 200 libraries in the state have no representation in the club and of over 1500 trustees in the state, only about 40 were members.

H. L. Koopman, of the John Hay library, gave an interesting talk on "Vacations and holidays." The Saturday meeting was held at the Naval War College, Newport. Admiral Knight, who welcomed the visitors, gave them the unusual pleasure of witnessing a drill. In the meeting, Mr Goddard, librarian of the Naval War college, gave comparative values of books in the list of war literature.

Loan desk problems and training classes for small as well as large libraries were discussed by Miss Shepherd, City library of Springfield, and Miss Ashley, of Greenfield. Miss Lyman, of the Providence public library, told what the in-

formation desk stands for there. It is a guide to the use of the library; it furnishes lists for the many organizations and individuals in need of them; it answers telephone calls. The files of clippings representing the accumulation of 20 years; the index (made at the library) to local information in the *Providence Journal*; a card index to Rhode Island subjects; the filed advance sheets of government documents are some of the particular means with which the information desk covers its ground. In Providence, too, the various libraries, medical legislative and other coöperate with the public library and thus enable the latter to give its patrons most comprehensive and satisfactory service in fields in which it does not itself specialize. A most interesting discussion followed; the greatest emphasis being placed on the right kind of assistance at the loan desk.

In the question of children's fines, it was remarked that since the children are rapidly graduating from the juvenile into the adult department every day where they will enjoy the same privileges as adults, they should be learning to share the same responsibilities. Miss Hewins considers making the child pay the fine—a lesson in civic righteousness.

An exhibit of art material that could be brought together with little or no expense, reference material that could be had for the asking from commercial houses, was given a corner in the lecture room at the hotel.

**Massachusetts**—The Bay Path library club met at Charlton June 29. The Rev Preble's address of welcome had an original note. Florence W. Wheeler, of Leominster, conducted the question box; Robert K. Shaw, of Worcester, gave a report of Mr Foster's paper on "Some literary memories of Newport"; Prof E. C. Sanford, of Clark university, read an interesting paper on "A professor of English, who was also a man of letters"—referring to Edward Rowland Sill. He referred to his own studies under Prof Sill and read many extracts from his letters and poems, giving a splendid picture of the man and his work. John A.

\*This museum work will be described later.

Lowe, agent of the Massachusetts Free library commission discussed the "Relation of the community and the library."

The following officers were elected: President, Ella F. Miersch, Southbridge; Hon vice-president, Anna Tarbell; vice-presidents: Mary D. Thurston, Leicester and Abby M. Shute, Auburn; secretary, Florence E. Wheeler, Leominster; treasurer, Grace M. Whittemore, Hudson.

**Tennessee**—On July 22, a library conference was held at the University of Tennessee. Professor Harry Clark, professor of secondary education in the University, made an enthusiastic talk to an assembly of one hundred or more teachers on "The necessity of a well selected and well organized library in every high school in the state." Mr C. C. Certain, professor of English in the Central high school of Birmingham, Ala., and chairman of the committee on High school libraries of the Southern conference for education and industry, followed with a very inspiring and practical talk on "How to make teaching more interesting and vital by the use of a good library properly administered in the school." Mrs Pearl Williams Kelley, supervisor of school libraries in Tennessee, talked most helpfully on "The practical ways of organizing school libraries by means of state aid."

The interest and enthusiasm shown by those in attendance on this conference was most gratifying and suggestions were made that a committee be appointed to plan for a larger and better conference for 1916. The names and addresses of teachers particularly interested in organizing school libraries in their own schools were called for. This list includes names from Alabama, Arkansas, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee and Texas.

An exhibition of a model rural school library and model classroom libraries from grades one to eight was held in the library building and was visited by a large number of teachers.

LUCY E. FAY,  
Chairman.

#### Coming Meetings

The Iowa library association will hold its annual meeting at Colfax, October 12-14.

The Texas library association will hold its annual meeting at San Antonio, October 13-15.

The Michigan library association will hold its annual meeting in Ann Arbor, October 13-15.

The Keystone State library association meets at Butler, Pa., October 21-23. A history of the association will be held at that time.

The Kansas library association will meet at Wichita, October 26-28.

The Illinois library association will hold its annual meeting at Champaign, November 3-5.

The Indiana library association will hold its annual meeting at Gary, November 10-12.

The annual meeting of the Colorado library association will be held in Colorado Springs, November 22-24.

The Sixteenth annual meeting of the Missouri state library association will be held at Joplin, October 20-22. This meeting at Joplin offers the opportunity of a "Progressive conference," with visits and sessions in Webb City and Carthage, nearby cities in the famous lead and zinc mining district of Missouri. "A county library law for Missouri," and "Instruction in the use of the library for grade pupils," will be the themes of the conference. Mr Ranck of Grand Rapids has been invited to give an address on "Public library service for the people in the county."

The location of Joplin near the borders of Arkansas, Oklahoma and Kansas makes it possible for the librarians of these states to accept the invitation of Missouri to attend the sessions and take part in the discussion.

The meetings of the Pennsylvania library club for the winter of 1915-1916 will be held on the following dates: November 8, January 10, February 14, May 8, 1916.

**Interesting Things in Print**

Special library list, No. 11, by the Kansas City public library, contains "Library helps to citizenship."

List of references on the jitney bus and regulations has been issued by the Library of the Bureau of railway economics at Washington and the Public library in St. Louis.

A list of references on locomotive stokers, prepared by the library of the Bureau of Railway Economics, Washington City, is published in *B. L. F. E. Magazine* for September.

The Methodist Book Concern distributed at the Panama Pacific exposition a booklet, *The making of a book*, which deals entirely with the mechanics of the subject. Librarians would find it exceedingly interesting as an addition to their professional collection and helpful in reference work.

Two recent reprints of the Manual of library economy, being issued by the A. L. A. publishing board, are Special libraries by R. H. Johnston of the Bureau of Railway Economics library, Washington, and discussion of Bibliography by Isadore G. Smudge.

An article worth reading, particularly by Southern librarians is *Advantages of Color Branch Libraries*, written by Rachel D. Harris of the Eastern Color branch of the Louisville public library in the July number of *The Southern Workman*.

A list of references on the Use of railroads in war has been prepared by the Bureau of Railway Economics library, of Washington, D. C. the 34 pp. entries, covering the general topic, the United States civil war, Franco-Prussian, South African, Russo-Japanese and the present European Wars, Wars in Mexico and the Philippines, Islands, Armored trains and hospital trains are also covered.

The new enlarged edition of Biographical sketches of American artists, has been issued by the Michigan

state library. The work was done under the direction of Mrs Spencer, who has been re-elected state librarian of Michigan for a period of four years and is only one of the many valuable activities which Mrs Spencer has undertaken for the betterment of library conditions and intellectual advancement of Michigan. Biographical sketches will be distributed free in Michigan; a charge of 50 cents a copy will be made to others.

"A catalog of technical periodicals" in the libraries in the City of New York and vicinity has been compiled and edited by Alice Jane Gates, assistant librarian of the United Engineering society of New York City, with the co-operation of a committee of the New York library club. The catalog contains about 2600 main entries and cross references with an entry for all general indexes with an indication of the libraries in which each periodical is to be found. The catalog will show not only the location of the sets of transactions and periodicals of technology, but also the changes of title, consolidations, cessation of publications and changes in series. The edition will be small and will be for sale by the Library Board of the United Engineering society of New York City.

A bibliography of Unfinished Books has been prepared by Messrs A. R. Coms and A. Sparke, two English librarians of Lincoln and Bolton respectively.

The object of the authors has been to tell not only what books and writing have been left unfinished by their authors but also the reasons which prevented the completion of the work. This gives not only a most interesting light on certain volumes but is also important as to whether they are stray members of a set or sole representatives of the author's activity along that line.

The 1000 entries with the annotations make a volume of 250 pages which may be had from the authors of it.

**Library Schools**  
California

The plan of the training school for public libraries at Los Angeles, as outlined in recent circulars strengthens in several directions the course of instruction which is to be carried on by the library. It is the intention to develop the training class into a regular library school as soon as possible.

**Carnegie library of Pittsburgh**  
**Training school for children's librarians**

The Training school for children's librarians opened its sixteenth year on September 29.

Miss Sarah B. Askew, organizer of the New Jersey public library commission, lectured to the school September 29-30.

**Alumnae notes**

Margaret L. Batement, '10, has resigned from the Manchester City library to accept a position with Ginn & Company, Boston, Mass.

Emily J. Caskey, '13, married Sidney Lee Johnson, June, 1915.

Harriet M. McClure, '14, has been appointed children's librarian of the Lincoln library, Springfield, Ill.

Alice Stoeltzing, '16, has been appointed children's librarian in the Public library, Tacoma, Washington.

**University of Illinois**

The regular session of the Library school for the academic year 1915-16 began on Wednesday, September 22. The faculty remains unchanged, with the exception of the position of school reviser, formerly held by Miss Alma M. Penrose, who resigned to accept the librarianship of the West high school, Minneapolis, Minnesota.

A letter recently received from a member of the staff of the Rosenberg library, of Galveston, Texas, states that the members of the library staff escaped with no injury; that some of them, with about a thousand other people, found refuge in the public library building during the night of the storm. Two former Illinois students, Norah McNeill and Margaret Winning, were north on their vacation at the time of the catastrophe, but Roma

Brashear, 1914-15, secretary to the librarian, was among those marooned by the storm.

**Alumni notes**

Carrie Cade Patton, B. L. S., '11, resigned her position as head cataloger at the University of Texas, and was married on August 17 to Fred E. Clark. Mr and Mrs Clark will remain in Urbana during the present academic year.

Sabra E. Stevens, B. L. S., '14, resigned her position as general assistant in the University of Illinois library on August 1, and was married August 21, to Ernest J. Reece, of the Library school faculty. Mr and Mrs Reece will live in Urbana during the coming academic year.

Fanny Dunlap, B. L. S., '15, has been appointed head cataloger in the Kansas state agricultural college library at Manhattan, vice Adaline Baker, B. L. S., '02, resigned.

Fanny W. Hill, B. L. S., '15, reorganized the Carnegie public library at Robinson, Illinois, during the summer.

Edith Hyde, B. L. S., '15, was appointed assistant reference librarian at the Iowa State university at Iowa City.

The following members of the junior class will not return during the coming academic year, having accepted library positions:

Effie G. Abraham, assistant cataloger at Miami University library, Oxford, Ohio.

Ethel G. Kratz, librarian, Public library, Champaign, Illinois.

Mildred McElroy, assistant, University of Illinois library.

Katherine L. McGraw, assistant, University of Illinois library.

Gladys Nichols, assistant in the Public library of Kewanee, Ill.

Ruth Sankee, assistant librarian, Sam Houston normal institute, Huntsville, Texas.

Wilma L. Shelton, assistant, University of Illinois library.

Dey B. Smith, librarian, Public library, Morris, Ill.

Jessie B. Weston, assistant, University of Illinois library.

FRANCES SIMPSON,  
Assistant-director.

#### New York public library

The enrolment for the year 1915-16 consists of 38 full-time and four half-time juniors, and 32 seniors, with a possibility of several more if library vacancies occur in time. Two special students from abroad have been admitted, making the total enrolment 76.

The juniors represent the following states and countries: California, 1; Colorado 1; Connecticut 1; Indiana 1; Iowa 2; Kentucky 1; Michigan 1; Minnesota 3; New Hampshire 1; New Jersey 4; New York 15; Ohio 1; Oregon 2; Pennsylvania 3; Rhode Island 1; Vermont 1; Washington 1; District of Columbia 1; Canada 1; Finland 1; Japan 1; Sweden 1.

The following states and countries are represented by seniors: Iowa 1; Massachusetts 2; Michigan 1; New Jersey 2; New York 10; Ohio 1; Pennsylvania 2; Texas 1; Vermont 1; Virginia 2; Washington 1; District of Columbia 1; Canada 1; China 1;

Colleges and universities represented by the entering class are as follows: Barnard 1; Bryn Mawr 1; Oxford 1; Smith 3; Tufts 1; Vassar 3; Wellesley 2; University of Cincinnati 1; Iowa State 1; Minnesota 1; Vermont 1; Wisconsin 1; and Westminster (Denver) 1; foreign universities, Waseda (Tokyo) 1, and Upsala 1.

The State normal schools of Lowell, Mass., and of Ypsilanti, Mich., are represented each by one graduate.

The senior class is composed of graduates or certificate-holders of the following library schools; New York public library, Drexel institute, Pratt institute, and Western Reserve university. Seniors are registered for the following courses: eight for the school and college course, seven for the advanced reference and cataloging, eleven for the administration, and four for the

children's librarian's course. Two seniors are registered for two courses, with unpaid practice.

Miss Linder, a graduate of Upsala, and a member of the Swedish library commission, has been sent to the school by the American-Scandinavian foundation, and Mr Mohri of Waseda university, Tokyo, comes with two years' experience in the library of that institution.

Two changes have occurred in the faculty, the first since the organization of the school. Miss Ernestine Rose, supervisor of practice, having accepted the librarianship of the Seward Park branch, and Miss Margaret Bennett, the stenographer, having left the school service, their work has been divided between Miss Juliette A. Henderson, the present registrar, who will now supervise the practice also, and Miss Helen Peck Young, formerly president's secretary at Mount Holyoke and later secretary to the dean of Barnard college, who will act as secretary of the school.

School opened for regular term work on September 27, those students needing preliminary practice having been present since September 13. The first lecture in the junior course was that of Mr Lydenberg on the Reference department of the New York public library, and on October 4, Mr Bostwick addressed the class on the nature of librarianship.

The only change in the curriculum is the substitution of the American and English for the foreign fiction in the first term, the latter to be given after the Christmas holidays.

MARY W. PLUMMER,  
Principal.

#### Pratt institute

After the Berkeley meeting of the A. L. A., the Vice-director made a Pratt pilgrimage, visiting as many as possible libraries where graduates are employed. Among those that were visited, and former students seen, were: County library, Fairfield, Cal., of which Miss Clara Dills, '12, is librarian; Portland public library, where, in addition to Miss

Isom '00, there are five other Pratt graduates on the staff; Tacoma, Miss Greer '08, Miss Jeanne Johnson '12; Seattle, where several Pratt graduates are on the staff of both the public and university libraries; Victoria, Miss Alma Russell '97 and Margaret Burnett '13. At all of these places, the stay was long enough to meet the staffs of the several libraries and to join socially with the Pratt graduates at a number of places.

After ten days in the wilderness at Jasper Park, the vice-director journeyed to the Mesabe range in the copper country. Miss Hickman, '13, at Eveleth, Miss Palmer, '05, Chisholm, Miss Wiley, '07, of Hibbing, did everything to make the visit delightful. The manifold social activities of these libraries were of the greatest interest. Duluth and Superior libraries came next and at Port Huron, Kathryn Sleneau, '10, was the hostess. Adelaide Evans '02 at the Detroit public library received the last visit.

Nathalie Maurice, Pratt '06, has received an appointment in the cataloging department of Columbia university.

Elizabeth K. Clark, Pratt '07, for some years first assistant in the catalog department of the Multnomah County library of Portland, Oregon, has been made head cataloger of the Public library of Duluth, Minn.

Helen M. Craig, Pratt '09, since graduation reference assistant at the library of the Engineering societies, has joined the force of the H. W. Wilson Company as assistant editor of the *Industrial Arts Index*.

Julius Lucht, Pratt '09, has resigned the librarianship of the University club in Chicago and has gone as librarian to the Public library at Wichita, Kansas.

Olive M. Ryder, Pratt '12, formerly librarian of the Public library at Meadville, Pa., has been made librarian of the Public library at Hanover, Pa.

Alice M. Sterling, Pratt '12, has been made librarian of the Public library at New Castle, Pa.

#### Alumni notes

Harriet S. Dutcher, '13, has been made cataloger in the Ohio State university library.

Louise Richardson, '13, until recently children's librarian at Hibbing, has accepted the position of children's librarian at Eveleth, Minn.

Edith K. Van Eman, '13, has been made librarian of the Wylie Avenue branch of the Carnegie library of Pittsburgh.

Madalene Dow, '14, has resigned from the cataloging department of Columbia university to become librarian of the Barringer high school in Newark.

Sarah Greer and Nathalie Smith, both of '14, have joined the cataloging force at Columbia university.

Cecile A. Watson, '14, has resigned as children's librarian of the Reuben McMillan free library at Youngstown, Ohio, to accept the position of children's librarian in the Queen Anne branch of the Seattle public library.

JOSEPHINE ADAMS RATHBONE,  
Vice-director.

#### Alumni news of Western Reserve

Edith L. Eastman, '07, has resigned her position at the Wesleyan University library at Middletown, Conn. to become librarian of the new East Cleveland (Ohio) public library.

Thirza E. Grant, '08, has been appointed reference librarian of the Oberlin College library.

Cards have been received announcing the marriage of Igerna A. Mears, '11, to Harry Burton Hamilton of North Jackson, Ohio.

Florence I. Slater, '12, was married in June to Harley L. Clarke of Cleveland.

Beatrix F. Margolies, '12, assistant in the Woodland Branch of the Cleveland Public library, will attend the New York public library school this coming year.

Cora Hendee, '14, has been appointed cataloger in the Public library of Council Bluffs, Iowa.

Florence Cottrell, '14, has resigned her position in the Lorain branch of the Cleveland public library to become an assistant in the Mason City (Iowa) public library.

Further appointments of the Class of 1915—

Harriet King Avery, librarian, Keystone Normal School library, Kutztown, Penna.

Isabelle Clark, assistant, Grinnell College library.

Stella R. Glasgow, assistant in charge of loan desk and branch work, Rueben McMillan free library, Youngstown, Ohio.

Helena S. LeFevre, librarian, Public library, Indianola, Iowa.

Bertha E. Mantle, assistant, Oberlin College library.

Helen M. Ranson, assistant librarian, Berea College library, Berea, Ky.

Alice Williams, cataloger, Birchard library, Fremont, Ohio.

ALICE S. TYLER,  
Director.

#### Wisconsin library school

Every class, since the school opened in 1906, was represented at the reunion of the Wisconsin Library School graduates, held in Madison, July 27, Alumni Day on the Summer Library Conference program. After the morning session, which was open to all delegates attending the Conferences, a luncheon for forty-three was served at Lathrop Hall and the business meeting followed. Julia A. Robinson, 1909, presided. Business of importance came up at the meeting. A motion was carried to devote all funds received from dues to the maintenance of a scholarship fund and to increase the dues from fifty cents to a dollar per year. Officers elected for the ensuing year are:

President, Lydia Kinsley, '07, librarian, Lothrop branch, Detroit public library; vice-president, Mary L. Hicks, '12, librarian, Dayton Street branch, Cincinnati public library; secretary, Helen Turvill, '08, Wisconsin library school; treasurer, Callie Wieder, '14, librarian, Fond du Lac (Wis.) public library.

Those who were present at the reunion included Mr Dudgeon, Miss Hazeltine, Miss Aherns, Miss Carpenter, Miss Bascom, Miss Curtiss, Miss McCollough, Miss Drake, Miss Mary A. Smith and Mrs Mayers. The roll by classes showed five representatives from 1907, Harriet Allen, Helen Gorton, Lydia Kinsley, Ruth Miner and Mary Bechaud Steffen; one from 1908, Helen Turvill; three from 1909, Lillian Jones, Angie Messer and Julia Robinson; two from 1910, Bettina Jackson and Louise Randall; five from 1911, Gertrude Cobb, Florence Dunton, Mary Dow, Martha Pond, Lois Spencer; five from 1912, Mollie Clausen, Lillian Cook, Nell Fawcett, Ruth Hayward, May Hicks; three from 1913, Nora Beust, Mary Egan, Marion Humble; seven from 1914, L. H.

Cannon, Agnes Clancy, Ferne Congdon, Georgia Lutkmeyer, Ruth Rice, Julia Stockett, Callie Wider; and two from 1915, Gladys Germond and Ethel Stephens.

#### Summer Schools

##### University of California

Out of more than a hundred applicants, 26 were admitted to the University of California summer course in library methods. Four came from county libraries, eight from city libraries, five from college libraries, five from school libraries, one from a mercantile subscription library, and three were graduates from the University of California not yet appointed to positions.

Lectures were given by Miss E. M. Coulter, reference librarian of the University of California, S. B. Mitchell, head of the accessions department, both graduates of the N. Y. State library school; Marion L. Horton, librarian of the Fremont high school, Oakland; Nella J. Martin of the catalog department, University of California library, F. M. Bumstead, in charge of periodicals and binding, and the Director. Miss Harriet G. Eddy, library organizer of the California state library, gave two lectures on California library law. Secretary G. B. Utley of the A. L. A. gave a talk on the work of the association and Miss M. E. Ahern spoke on "The Fruits of the A. L. A. spirit."

General courses were given in library economy.

During the session a luncheon was given by the University of California library school association, at which time action was again taken embodying a communication to President Wheeler, in which the need for a permanent library school at the University of California was again expressed.

A summer school in library training was held at the public library in Riverside, Cal., June 28-August 7. The instructors were J. F. Daniels, Margaret Mann, Alice Butterfield, Helen Evans, W. E. Reeves and Ethel P. Underhill. There were 16 students enrolled; 10

from California, 2 from Texas and 1, each, from Canada, New Mexico, Pennsylvania and Indiana.

#### Chautauqua

The fifteenth annual session of the Chautauqua library school was held July 3-August 1, under direction of Mary E. Downey. Miss Downey lectured daily on library organization and administration. Genevieve Conant gave lectures in cataloging and classification. Ruth Wallace gave a lecture course in library economics. All lectures were followed by practice work which was carefully revised. The libraries of 13 states were represented by 28 students.

#### University of Illinois

The fifth annual summer course in library training at the University of Illinois this year lasted six weeks, June 21-July 31. The principal instructors were Ernest J. Reece and Miss Bond, members of the Library school faculty, and the revisers were Miss Margaret Williams and Miss Mary G. Burwash, members of the University library staff. Miss Eva Cloud, librarian of the Kewanee public library, was in charge of the children's work and gave a course of 10 lectures in children's literature, with assigned readings. The Illinois Library Extension commission was represented by the secretary, Miss Price, who spent July 19-21 in Urbana, gave two lectures, and held conferences with the students from Illinois libraries.

Thirty-five students registered, of whom 24 were from Illinois. The other states represented were Colorado, Indiana, Kansas, Louisiana, Michigan, Mississippi (2), South Carolina, South Dakota and Texas (2). Twenty-five of the students came from public libraries, six from college and university libraries, one from a high school library, one from a normal school library, one from an endowed reference library, and one from the library of a Chicago business house. Twenty-two were in charge of libraries, and thirteen were assistants. As regards general educational preparation, one had a mas-

ter's degree, four had bachelor's degrees, two had some college work or its equivalent, twenty-two had high school diplomas or the equivalent, while the remaining six, having somewhat less preparation, were admitted as special students.

The total number of class hours during the session numbered 92. The majority of these were occupied by lectures which in most cases entailed two hours of outside work by each student.

#### University of Iowa

The summer library school was held at Iowa City June 21 to July 30. The faculty included Harriet E. Howe, of the Western Reserve library school, Alma M. Penrose, West high school library, Minneapolis, Alice Williams, of the Public library, Fremont, Ohio, and Grace Shellenberger, children's librarian, Des Moines public library. Miss Jennie E. Roberts, librarian of the University library, acted as resident director until the opening of the school.

Other lecturers included Professor Dill, the curator of the museum, who told of his journey to Laysan Island and his experiences in gathering the collection of birds from there, illustrated by the Laysan Island cyclorama in the museum; Miss Lois Spencer, of the Democrat Printing Company, discussed "The librarian's desk," with many practical suggestions. Professor Harry Grant Plum spoke on "Backgrounds of the European war" and prepared a bibliography of the best books.

During the fourth week of the session all librarians of the state were invited to attend. Miss Davis, and Miss Marks, of the commission staff, told of their work with traveling libraries and the general reference work of the commission. Miss Julia Robinson, secretary of the commission, spoke several times on topics connected with her own work in relation to the libraries of Iowa. The Historical society library was visited and the work explained by Professor Shambaugh. Professor Paul Peiroe, of the Sociology department, told of some of the facts of interest to librarians which were

gathered from three township surveys in Iowa. Miss Rose gave an account of her work in the Davenport public library, and Miss Roberts showed the slides from the Springfield, Illinois, survey. Miss Ahern was a very welcome guest, and her talk on "Fashioning a librarian" was very inspiring to all of her hearers. Mr Brigham spoke in his most happy vein on "The value of a knowledge of Iowa history." Miss Lillian Arnold, of Dubuque, spoke on some of the newer ideas in library work. Mr Utley spoke on "Some library tendencies," Mr. Malcolm Wyer gave a stereopticon talk on "The librarian's interest in book illustration," and Mr. L. Dickerson, the president of the Iowa library association, greeted the students.

The class included students from Iowa 14, Kansas 1, Illinois 1, South Dakota 2, Missouri 2, and Canada 1. Ten of the class were in charge of libraries.

#### Michigan

The State library commission of Michigan conducted courses in library methods during the summer at the Normal schools at Kalamazoo, at Marquette and at Ferris institute, Big Rapids. The instructors were Esther Braley, Florence M. Hopkins, Marie A. Newberry and Marian P. Green. Special lectures at all the schools were given by Samuel H. Ranck, librarian of the Public library, Grand Rapids. The Library commission provided displays of fine editions of children's books, special editions of nature study, folk lore, school hygiene, school management, boy scouts and vocational guides, also a fine reference library. This collection of 500 best books for children is one of the strong equipments of the commission work. Collections of good pictures were also used. The Commission has issued a list of the loan collections of pictures which has been arranged for various kinds of study. The list of pictures for grade schools is particularly good. Nina K. Preston has been appointed library visitor by the Library commission and the work of the state is to be kept in close touch with the State library.

#### Minnesota

In the summer school in Minnesota, of the 31 students enrolled, 15 were college graduates, several had advance normal school courses and all were graduates of high schools. Of these 19 were preparing for work in school libraries, 5 of which will serve also as public librarians of small libraries and 7 public library assistants. Instruction in technical work given by Miss Haven, classification and cataloging by Miss Barden, book selection by Miss Baldwin, children's books and reading by Miss Wilson and library administration by Miss Baldwin. Outside lecturers included Mr Geo. B. Utley, secretary of the American library association; Miss M. E. Ahern, editor of *PUBLIC LIBRARIES*, and Mrs. G. Thorn-Thomsen. Mrs Thomsen visited several of the Minnesota summer schools and emphasized the need of a full knowledge and love of the best children's literature, illustrating her work by story telling. Mrs Margaret Evans Huntington, Miss Lois A. Spencer, Dr Dawson Johnston and Mrs Gerhard Dietrichson also gave addresses. A fine program in connection with the university summer school gave the students of the library school the opportunity to hear speakers of note.

A new and delightful feature was the all-University convocation on the campus of the University farm with an inspiring address by President Vincent. Various social occasions afforded variety in the period of work. The crowning event was a luncheon given the instructors by the members of the class at the close of the school. The arrangements, invitations, seating and toasts all played upon the various subjects of the course. Cataloging came in for special exploitation.

#### Tennessee

The summer school of the south held at the University of Tennessee under the direction of Miss Fay and Miss Eaton offered a course in library methods for teachers. The course covered the use of books and libraries, technical subjects, history of libraries and book-making and children's literature.

### News from the Field

#### East

Helen M. Clafin, B. L. S., N. Y. State, '15, has been appointed to succeed Eugenia M. Henry, '06, as librarian of the Public library at Attleborough, Mass.

Walter Briggs, who has been librarian at Trinity college, Hartford, since 1909, has resigned to become assistant librarian at the Widener memorial library.

The will of Ex-Governor John G. McCullough, of Vermont, bequeathed \$25,000 to the Bennington Free library association to be expended at the discretion of the trustees.

The Harvard library, of more than 700,000 books and 500,000 pamphlets, has been transferred to the new Widener memorial library. It is expected the library will be open for service October 1.

Howard Hill has been appointed assistant librarian of Trinity college, Hartford, Connecticut. Mr Hill is the son of Dr Frank P. Hill, of Brooklyn, and was graduated from Trinity college last June. He gave much time to library service under Mr Briggs, during his college course.

An interesting sample of library ingenuity is displayed in the book end papers which the Forbes library of Northampton, Mass., has adopted for use in all of its rebinds. It gives a touch of personality that adds to the pleasure and interest of the book. A special design of much expression was invented by the staff of the library. Inwoven in the design are an open book with mark of ownership, seal of the city of Northampton, and the lamp of learning with decorations. The lithographic work was done by Milton Bradley Co., of Springfield, Mass.

#### Central Atlantic

Mabel Stafford, Syracuse, '15, has been appointed librarian, Chatham, N. Y.

Chauncey M. Depew has given \$2,000 for a high school library at Depew, New York.

Kathryn Learn, Syracuse, '15, is desk assistant in the University library at Syracuse.

Gladys Timmerman, Syracuse, '15, has joined the force of the Public library at Montclair, N. J.

Kathryn Mulford, Syracuse, '15, has joined the staff of the library of Wells college, Aurora, N. Y.

Marie K. Pidgeon, N. Y. State, '14, has been appointed assistant in the New York State library.

The New York public library will receive a \$100,000 bequest from the estate of the late J. Hood Wright.

Clara Guppy, Syracuse, '15, was appointed assistant cataloger in the library of the University of Pennsylvania.

M. Amy Winslow, N. Y. State, '16, has succeeded Mary E. Cobb, '15, as assistant in the New York State library school.

Emily M. Gilfillan, N. Y. State, '14-'15, has been appointed assistant in the library of the Rockefeller Foundation, New York City.

Edith C. Moon (Pittsburg '13), has been appointed chief of the circulation department of the public library of Trenton, N. J.

Mrs Lyman D. Gilbert has presented the Public library of Harrisburg, Pa., with \$7,000 as a fund for the purchase of books as a memorial to her husband.

The report of the Wilmington Institute free library for 1914 records additions of 5,023 v. at a cost of \$4,559; circulation, 262,004. Renewals are not counted in circulation statistics. Books are charged for four weeks, except fiction and juvenile books. Number of borrowers, 16,400. Messenger service by means of which books were delivered at a cost of 5 cents a volume, was used by so few persons during 1914 that it was dropped at the end of the year.

An ingenious bit of library advertising by the Public library of Newark, N. J., is a series of blotters containing messages of various kinds from the library, accompanied by lists of books and periodicals at the disposal of the citizens of

Newark. The blotters are numbered and each has a separate and different message. The messages are timely and up-to-date in every particular. Distributed throughout the city, they must be constant reminders of the activities and, consequently, the helpfulness of the Newark public library.

On thirtieth May, at his summer home at Pigeon Cove, Mass., occurred the death of Clarence W. Seamans of Brooklyn, N. Y. Mr Seamans was greatly interested in the work of the public library, and in 1892, prior to the many gifts of Mr Carnegie, built a library, costing \$30,000, for the village of Ilion, N. Y., which was his boyhood home. Since that time, Mrs Seamans has kept the juvenile department of the library supplied with books. It was through the influence of Mr Seamans that the late Hon Robert Earl, chief justice of the New York state court of appeals, determined to give a library to the village of Herkimer, N. Y. Mr Seamans was president of the Remington Typewriter Company, and a trustee of Brooklyn institute and of Syracuse university.

Dr E. W. Munday, for 35 years in charge of the Syracuse public library, will be relieved of active service at his own request October 1, and will be made librarian-emeritus. He will be succeeded by Paul M. Paine, who has been of great assistance to Dr Munday in matters of book selection and other duties connected with the office of librarian. Mr Paine has been for a number of years associate editor of the *Post-Standard*, of Syracuse. That paper speaks of Mr Paine's appointment, as follows:

The *Post-Standard* testifies to his unwavering loyalty, his habitual industry, his initiative and his resourcefulness, his love of books and his knowledge of them and his catholic taste. The qualities and habits of mind which have shown forth in his long connection with this paper are those which would recommend him for the duties which he now assumes, even though he had had no special training for them. But the board which selected him, without dissent, needs no such recommendation. It has received proof by the test of experience of Mr Paine's fitness.

The Johnson public library of Hackensack, N. J., has been the recipient of another gift from William N. Johnson, the donor of the library building.

Mr Johnson has offered to provide a new stack room and to make the changes in the interior arrangement of the building which are necessary to its increasing growth, at his own expense. Provision will be made in the new stack room for 30,000 v., with a possible enlargement by the addition of upper tiers of shelves. There will be also an additional large room for any purpose needed, and the present stack room will be made over into a reference room.

The library was opened in 1901, with 6,000 v. At present, it contains 20,000 v. The new arrangement will equip the library for efficient work for a long period.

Miss Beatrice Winser, assistant librarian of the Public library of Newark, N. J., is also a member of the Board of education of Newark.

In a recent newspaper account of the proceedings of the board, much complimentary notice was given to the advanced position taken by Miss Winser in spending money for needed improvements. When through her presentation of conditions, it was moved to appropriate sums of money for cleaning and repairing, invariably Miss Winser proposed an increase of the amount suggested and carried the majority with her.

An appropriation of \$1,500 each was made for the libraries of the Central, East Side and South Side high schools, this sum being raised at Miss Winser's suggestion from \$1,000 to \$1,500.

#### Central

Sarah Hallsted, B. L. S., N. Y. State, '15, goes to the Lincoln library, Springfield, Ill., as cataloger.

Margaret Mather, B. L. S., Ill. '15, was appointed librarian in the Public library at Kankakee, Ill., July 1.

Miss H. D. Ellinwood, for three years librarian in the Public library of Middletown, O., has resigned her position at that library.

Miss Marjorie C. Cooper and D. Ashley Hooker, both members of the staff of the John Crerar library, Chicago, were married August 3.

Mary Z. Troy, B. L. S., Ill., '15, has been appointed librarian in the Public library at Hoopeston, Ill., to succeed Clara Brooks who resigned to be married.

Kate Hutchins, librarian of the Public library at Ludington, Michigan, for a number of years, has resigned her position. She will be succeeded by Miss Alice Wing.

Daisy May Smith, formerly connected with the State library of Ohio, has been appointed librarian of Hall Fowler memorial library, of Ionia, Mich., to succeed Miss Nina Preston.

Mamie Martin, N. Y. State, '13-'14, resigned her position as librarian of the high school branch of the Gary (Ind.) public library and is now cataloging at the Aurora (Ind.) public library.

The Chicago public library has prepared a course of lectures and professional reading for the staff during the winter of 1915-16. These lectures will be both technical and literary.

The announcement of the marriage of John J. Pugh, city librarian of Columbus, O., which took place on January 18, 1915, to Miss Helen Vogel, of Colorado, came as a surprise on July 12.

Julius Lucht, librarian of the University club, Chicago, has been elected librarian of Wichita, Kas. Mr Lucht was formerly connected with the Public library at Leavenworth, Kas.

A. M. Wolleson, formerly assistant county superintendent of schools at Belleville, St. Clair county, Ill., has been elected librarian of the public library of that city. Mr Wolleson began his work August 1.

Miss Gertrude Buck (B. L. S. Ill.), instructor in library economy in the Kansas state normal school, Emporia, has leave of absence until January, 1916. Miss Buck will spend part of the time in library inspection.

Paul R. Byrne, B. L. S., N. Y. State, '15, has resigned from the New York State library to succeed J. Howard Dice, '13, as reference assistant at Ohio State university.

Alice L. Wing, Illinois, B. L. S., '04, resigned her position of head cataloger at Ohio Wesleyan university, Delaware, Ohio, to accept the librarianship of the Public library in Ludington, Michigan.

Miss Callie Wieder, for some time librarian at Stanley, Wis., has been elected librarian of the Public library at Fond du Lac. She succeeds Emma E. Rose, resigned, who held the position for 33 years.

Lillian Borreson, for two years field librarian for the state of South Dakota library commission, has been elected librarian in the Public library at La-Crosse, Wis., to succeed Mary Alice Smith.

Catharine S. Oaks, Illinois, B. L. S., '12, has resigned her position as assistant cataloger in Miami University library, Oxford, Ohio, to become head cataloger in the Ohio Wesleyan University library at Delaware.

The last annual report of the Public library of Kansas City, Kas., records a circulation of 153,528 v.; books on shelves, 25,496; number of card holders, 13,315. A gift of \$25,000 for a branch library building was received from Mr. Carnegie.

Theo. W. Koch, librarian of the University of Michigan for the past 10 or 12 years has resigned from the institution. Mr Koch will spend a year in investigations and study before resuming another position.

Wm. Warren Bishop, superintendent of the reading room of the library of Congress, has been appointed Dr Koch's successor at the library of the University of Michigan.

A \$6,500 Carnegie building was dedicated at Garner, Iowa, on August 13. An association and subscription library was opened in Garner in 1873 before a church existed in the town.

The same association maintained a library and kept up the library interest until the vote of the town gave a tax support. The first library building was erected on a lot purchased for \$10, the building costing about \$700, and this building remained in use by the library until the books were removed to the new building in August of this year. The association was formed and continued by the women of Garner, who were active in the securing of the new building.

#### South

Mrs. Percival Sneed, for nine years a member of the faculty of the Atlanta library school and, since last October, librarian of the Carnegie library, Atlanta, resigned her positions July 19 and was married on the morning of July 20 to Bluett Lee of Chicago.

The report of the Library commission of Kentucky shows that it has 10,628 v. in its collection. During the past year 258 libraries have been circulated, reaching 64,500 people. There are 48 public and 17 college libraries in the state.

Miss May Crenshaw, of New York City, will act for a year as substitute librarian of the Carnegie library of Paducah, Ky. Miss Jessica Hopkins, the librarian, has a year's leave of absence which she will spend in the New York public library in study.

Miss Tommie Dora Barker, a graduate of the Atlanta library school, and for some time chief instructor there, has been appointed librarian of the Carnegie library. Miss Barker was connected for two years with the department of archives and history in the Alabama state library.

The report of the library of the William Jewell college, Liberty, Mo., records 6,667 v. taken from the building. Many more were used in study in the reading rooms. Number of volumes in the library, 26,829; periodicals, 130, and 12 newspapers. Notable gifts were received during the year. The installation of a small printing press has made a saving of at least one-third in the usual expenditure for printing.

The total circulation of the Public library of Louisville, Ky., according to the annual report, reached 1,045,077 v., of which one-tenth were borrowed by negroes through the two colored branches. The expenditures for the year were \$101,334. The cost of current maintenance was \$85,526; \$21,471 was spent for books and binding; \$47,168 for salaries and janitor service. Number of borrowers, 52,164. There were 24,856 visitors to the museum. Accessions, 17,325 v. There are 179,395 v. on shelves.

Miss Susie Lee Crumley has been appointed assistant librarian of Carnegie library, at Atlanta, and chief instructor in its library school to succeed Miss Barker. Miss Crumley will also assume the duties of organizer of the Georgia library commission to succeed Mrs. Percival Smead. Miss Crumley is a graduate of the school in which she has been instructor as well as assistant in the library.

#### West

The library of the Central high school of Omaha has been taken over by the Omaha public library.

The Platte County free library, with headquarters at Wheatland, Wyo., has been opened with Miss Lena Felton, librarian. The people of Platte county will be reached through the main library at Wheatland and branch libraries, also, through traveling library stations in each town and village in the county. Books will be sent by parcel-post to those unable to reach the libraries at the branches or traveling library stations.

#### Pacific Coast

Helen Evans, for some time assistant librarian in the Riverside public library, has taken a similar position in the State normal school at San Jose.

Emma L. Lott has been appointed librarian in the Boyle Heights school library, Los Angeles, at a salary of \$1600 a year.

The annual report of the Public library of Santa Barbara, Calif., records accession for year, 4,768; new registrations, 2,054; new agencies for dis-

tributing books, 19; and circulation 151,775 v. This library serves not only the city but also the county in which it is located. Receipts from the city for year \$7,652; expenditures, \$6,529. Receipts from county, \$13,024; expenditures \$9,027.

The library of the University of Washington has received a complete set of files of early newspapers published on Puget Sound, as a gift from Samuel Hill, who purchased them from the estate of the late Thomas Prosch. The files run back to the *Puget Sound Herald*, which started May 12, 1858.

On July 28, 1915, Governor Ernest Lister appointed the following persons as members of the State Library advisory board of Washington: Mrs Sarah McMillan Patton, Hoquiam, recommended by the State Historical society; Mrs O. K. Williamson of Prossor, recommended by the Federation of women's clubs of the state, Mrs Henry McCleary of McCleary, and John B. Kaiser of Tacoma, Washington. The fifth member under the law is the superintendent of public instruction, Mrs Josephine C. Preston.

This advisory board shall give advice and counsel to the State library commission, which consists of the governor, attorney-general and judges of the supreme court, and to the state librarian and the state travelling librarian. Each member shall hold office for four years.

There has been no advisory board appointed since 1913, as the legislation proposed at the last legislature looked toward the doing away with this advisory board and the creation of a state library commission which should be composed of persons not otherwise engaged as state officials. The proposed legislation failed, however, and the advisory board just appointed operates under the former law.

The California school library association, to further the interest of school libraries in that state, has been organized with a membership of thirty. It is expected the membership will include ele-

mentary, high and normal schools and college library librarians. The officers of the association are: Pres., Ella S. Morgan, Lincoln high school, Los Angeles; vice-pres., Marion L. Horton, John C. Fremont high school, Oakland; secretary-treasurer of northern section, Mrs E. S. Madison, Oakland high school; secretary-treasurer of southern section, Marjorie Van Duesen, Los Angeles normal school, Los Angeles.

#### Canada

Toronto public library has begun the erection of three new branch buildings, gifts of Mr Carnegie on land allotted by the city.

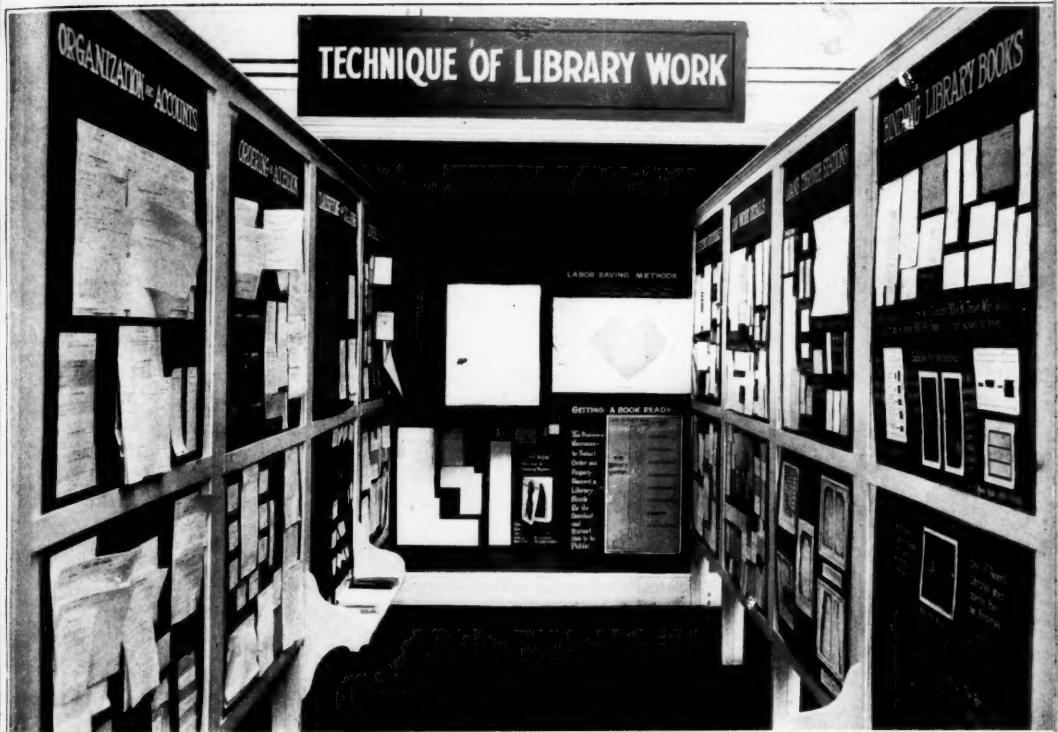
The report of the province of Ontario on public libraries for 1914, records the fact that 40 library officers, including both men and women, identified with 27 libraries, have gone to the battle front, in various capacities.

Traveling libraries have met a real demand for books in the province of Saskatchewan. Established only about a year ago, they have proved a gratifying success. There are now about 60 centers receiving these libraries, which contain between 50 and 60 books each.

#### Blind-Deaf

Much interest is now being taken in those who suffer from the double affliction of blindness and deafness, and several devices have recently been brought out to enable them to converse with their friends and with one another. The latest of these is the so-called talking gloves. These gloves of light color and washable have printed on them at the ends of the fingers and on the knuckle joints the letters of the alphabet, figures, etc. The blind-deaf person wearing them can point out the letters to their friends who when replying can touch the blind person's hands at the positions in which the letters are placed.

Will all readers who know blind-deaf persons kindly send their names and addresses to the editor of the Moon Magazine for the Blind, 10 Queen's Road, Brighton, England?



Alcoves in A. L. A. Exhibit in San Francisco.

